

SCHOOL ACTIVITIES

The National Extra-Curricular Magazine

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VOL. VI No. 6

FEBRUARY 1935

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Published Monthly from September to May by

SCHOOL ACTIVITIES PUBLISHING COMPANY

1013 West 6th Street

Topeka, Kansas

Single Copies, 25 cents

\$2.00 per Year

Entered as second class matter, December 1, 1930, at the postoffice at Topeka, Kansas, under the Act of March 31, 1879 Copyrighted 1935 by School Activities Publishing Co. All rights reserved.

As the Editor Sees It—

The drive for clean motion pictures is beginning to show desired results. Why not organize a similar campaign for radio, not only for programs minus the double entendre, the Broadway gag, and other cheap elements, but also for a better type of advertising used in these broadcasts? For instance, a few auditions, at which these advertisements are written down, placed on the board or mimeographed, and compared and discussed, should help the pupil to see the insipidity and assininity of many of these carefully prepared and persuasively modulated blurbs. And corresponding protests, especially if organized, might help.

One of the distinguishing features of the so-called activity school is that there are in it no extra-curricular activities. Hasten the day when the traditional school ceases to make detrimental distinctions between its curricular and its extra-curricular educational opportunities.

In 1853 an educational convention at Rochester was shocked almost into panic when Susan B. Anthony arose and addressed the chair. For half an hour the 350 men and the 500 women present listened to a heated discussion as to whether she, a woman, should be allowed to speak, which permission was finally granted her by a small majority. The women, of course, were not allowed to participate in either the discussion or the voting. It was stated at the time that the women present were incensed at her effrontery and would have voted her down almost unanimously. Quite different from 1934, in which girls, as well as boys, are members of student councils, school cabinets, clubs, organizations, and associations with full rights of participating as well as listening.

We recently listened to an hour's lecture by a very competent teacher of the classics. Instead of supporting his topic, advertised as, "Latin, a Necessity in Modern Life," he spent the whole hour in a vitriolic tirade against Latin's critics and the supporters of other school activities,

both curricular and extra-curricular. Despite his fine classical training he apparently did not recognize that sarcasm and ridicule do not represent argument. He certainly made few friends for either himself or his subject. In our activities let's welcome criticism and attempt to improve rather than merely support. Belaboring those who disagree with us will be detrimental rather than beneficial to our program.

High school assembly programs the country over have shown marked improvement during the past five years. Some of the credit for this happy development is due to the training received by the pupils in the elementary school: some of it to more easily available materials and equipment; some to trained sponsors and directors; and some, to more liberal opportunities. But a great deal of this improvement should be credited to the fine spirit of cooperation on the part of the average teacher. The assembly program has probably done more to integrate the school—faculty and students—than any other activity, curricular or extra-curricular, in it.

Is your chapter of the National Honor Society merely an "honoring" institution, or one of service, capitalizing the fine ideals and abilities represented in its membership? We need to develop a very definite program in order to prevent this splendid organization from becoming an inane, useless, and futile collection of superior intellects, ideals, and talents, similar, sorry to state, to some of our program-less educational fraternities.

A word to the wise. An outside speaker is not essential to the success of a graduation program, but, if well chosen and instructed to speak on education which this, the most important educational event in the community in the whole year, represents, he may make a real contribution. Graduation programs usually occur on about the same nights. So if you are planning to use a speaker, and want the one everyone else wants, get him early.

Competitive Athletics for Girls

Walter R. Smith

This is a paper read at the Kansas City meeting of the Kansas State Teachers Association.

IN THE BEGINNING let it be understood that we are not discussing physical education for girls. Neither is this a paper upon health education for women. Accepting the indisputable fact that women now out-live men—many of them doubtless live too long—it would scarcely be becoming for a mere man to counsel them regarding health. He should be more concerned about aiding his weakling brothers.

If competitive athletics are not to be advocated for physical development and health what then? Shall we say for their socializing and moralizing values? Why not? Fond as I am of baseball, basketball, football, tennis and other competitive sports for men, I should be loath to undertake a defense of them on a physical basis. It yet remains to be proved that they are not a form of physical dissipation—a speedy squandering of energy that can not be wholly recuperated and therefore injurious to longevity. While it is impossible in our present state of knowledge to make out a convincing case either for or against our present athletic system on the basis of its contribution to the physical welfare of the athlete, I am compelled to align myself with those who doubt the wholesomeness of the long training grind and its aftermath of idleness. Still, in the absence of a better program, I am an enthusiastic advocate of our present high school and college athletic regime. Perhaps mathematical drill, reading library references, and taking examinations do not improve health and add to longevity. We stick to them because we believe they have other values. May it not be that competitive athletics have non-physical values, that they provide an intellectual, social, and moral stimulus that is highly valuable in character building? As I would maintain such a thesis for boys athletics I also have the audacity to maintain it for girls.

Specifically, what is it that boys get out

of football, baseball, basketball, and other competitive sports that is worth while as education? It seems to me beyond reasonable doubt that they get considerable training in at least three fundamental character traits—teamwork, sportsmanship, and emotional control. Broadly interpreted, these virtues cover an extensive sector in the ethics of a cultivated citizen. In each of them it seems to me, and I think most thoughtful people would agree, that the present generation of men surpasses the present generation of women. Nor does it seem probable that such superiority as men show in these traits is due to inheritance, to sex differences, or to any other reason than that boys and young men have been exposed to more competitive group experiences than have girls and young women.

As girls and women have been emancipated from hampering traditions they have shown themselves to be no less intellectually keen or morally stable, or physically sound than boys and men. But the general movement toward emancipation has thrust upon women a variety of political, educational, vocational, and institutional responsibilities which require the above mentioned socio-moral traits without adequate preparation. If men have acquired such superiority as they reputedly possess in these qualities through competitive social group experiences the process of emancipation should, and doubtless ultimately will, provide similar experiences for girls and young women. The nexus of my theme is, therefore, that during school days—elementary, high school, and college—girls and young women need, and should have, as wide a range of cooperative and competitive opportunities as boys and young men. If physiological, sex, and social differences create special problems, these problems should be faced intelligently rather than be dodged by a flat denial of privileges.

Let us examine the three traits mentioned and see how competitive athletics contributes to their development. First comes teamwork.

The basic requirement of team work is group solidarity. This implies coordination of effort, the ability and willingness of each player to merge his aim, skills, and personality with that of others in forming a new whole—the team. Capacity to do teamwork is therefore the essence of organization and organizability. One does not inherit organizing skill but rather the ability to acquire it through training. In no other way does the average boy get so much practice in organizational processes, or in leadership and followership, as in team games. Quite naturally, the larger the group and the larger the applauding clientele, the more intense is the drive to concentrate one's entire energy into the accomplishment of the group purpose. This requires the sacrifice of a certain amount of ego, the surrender of one's opportunity for personal glory to the welfare of the team. So difficult is this team feeling to acquire that many so-called natural athletes never succeed. They have personal skill but lack teaming capacity. Any football coach will tell you that he wants on the field, not the eleven best men, but the best eleven men. These organizable qualities are necessary to make a boys' gang permanent, to make an efficient committee, a happy fraternity, or an effective political or church organization.

Likewise teamwork requires and exercises the capacity for fellowship. The best team must have mutual confidence and personal liking between its various members. Every effective group leader cultivates not only group loyalty but mutual goodwill among his followers. If men in recent ages have shown a wider range and a better spirit of fellowship, if they have shown more capacity for leadership and followership than women, as is generally alleged, it is probably due more to experience than to native ability. Every boy is subjected to a greater or less amount of drill in team play where he must lead or follow, and where he is given every impetus to enlarge his fellow feeling. This ganging spirit of boyhood feeds naturally into the more extensive organizations of adulthood. Until girls are given as much practice in teamwork and

small group organizations as boys, we have no right to expect women to organize as readily, or to provide as efficient leadership and followership, as men.

The second quality mentioned, sportsmanship, has various angles. One of these is the ability to react with moderation in success and failure. It will scarcely be questioned that boys, through athletic contests, get abundant training in absorbing punishment with a minimum of whimpering. The wins and losses in competitive games guarantee practice in adjustment to jubilant satisfaction and extreme disappointment. Athletes have plenty of fellowship in both emotional states and fellow aid in looking forward to the next game to redress the evils, or superfluous joys of the last. Through give and take badinage and group discussion they learn something of the art of taking the bitter and the sweet, defeat or victory, in normal stride. It is this group pressure that tends to develop a sporting attitude toward mishaps, and a philosophical acceptance of the accidents, incidents, and upsets of the game. These are so like the unexpected occurrences in avocational and vocational life in later years that a reasonable carry over is inevitable. No thoughtful observer, it seems to me, can have failed to note a superiority of boys over girls, and of men over women, in ready ability to adjust themselves to the minor mishaps of life. Since this is untrue with reference to major calamities it would seem to be an acquired trait—gained to a considerable extent through athletic and other competitive group experiences.

Another quality of sportsmanship is the ability to react with reasonable restraint toward praise or blame. Nowhere else in life do these things come so swiftly, so frequently, and so inescapably as in team games. By nature these games require it, and by organization they provide means for administering it. As a result, team discipline has a driving power far more compulsive than individual criticism or encouragement. In popular terms the athlete must learn "to take it,"—on pain of being eliminated from the game. If not all of this ability to take punishment in the game carries over into business, politics, or the church, any psychologist will admit that lessons driven home in one type of activity may more easily be

learned in other activities.

If competitive athletics provide such training for boys, then we have a right to expect them, as men, to respond more wholesomely toward rough and tumble praise and blame than do women, who as girls had little of it. With due humility and trepidation I am willing to hazard the proposition that they do—and I suspect most women will agree. Again, may I suggest that this superiority, if any, is not a matter of sex, but the result of practice—largely associated with competitive sport.

Another essential of sportsmanship is fairness and generosity toward friend and foe in cooperative and competitive life re-

lationships. In team games both cooperation and competition are raised to the nth power. Too much unfairness will break up any game. Hence the game lover is compelled to accept just rules and, in general, to aid in enforcing them. The decisions of umpires, referees, coaches, and captains must be obeyed. Furthermore, gaming experience teaches the value of generosity, both to erring brother and irate opponent. Generosity oils the wheels of competition and sweetens the fellowship of cooperation. Group pressure is therefore applied to restrain the mucker, and refine the traditions of the game. Note the courtesies of the tennis

(Continued to Page 17)

School Assemblies

M. Channing Wagner

SCHOOL authorities are beginning to realize that the presentation of assembly programs, the planning and the presiding should largely be assigned to pupils within the school. The program should be prepared, teachers and pupils working together. Home room teacher and class, clubs, councils, and classes with their sponsors, or classroom teacher and class in some subject may plan and present the program.

In order to have successful assemblies and to make them function properly in the school we must keep in mind the following principles

1. Have the assembly program originate in the classroom as often as possible. Culminating activities in the new units of work furnish splendid material for assembly programs.

2. Have the work of the assembly carried back to the homeroom or the classroom to assist in the work and make its contribution there.

3. Feature a varied program of extra-curricular activities of the school either in special assemblies or from time to time as a part of the regular assembly.

4. Use all of the agencies of the school, home room organizations, class organiza-

tions, student councils, clubs, and special assemblies to develop proper habits and attitudes on the part of the assembly audience.

5. Encourage as wide a participation as possible.

6. Use program material that is in and of itself worthwhile. Encourage the use of good English, have well-constructed plays, clear enunciation, require a fair degree of acting, and above all, insure adequate preparation.

7. Have a variety of types of assemblies to attain the ends as set forth. Variety adds to the interest of the program.

BOY SCOUT PROGRAM

If there is a forward looking movement in America today it is that known as the Boy Scouts of America. If there is an organization which looks primarily to the future for the realization of its ideals, the accomplishment of its goal, that organization is the Boy Scouts of America.

The Boy Scout ideal is a wonderful ideal. It inspires to the highest form of service. It is practical. It teaches respect for authority. It has an appeal to boys. It has no destination of class or creed. The training of body and mind

which scouting encourages makes for better citizenship.

There is no boy in America who will not be inspired by the pledge of Scouting:

"On my Honor I will do my best.

To do my duty to God and my country, and to obey the Scout law; To help other people at all times; to keep myself physically strong, mentally awake, and morally straight."

There is no community which will not be a better place in which to live if its boys accept this creed.

It is the function of the school to make the boys of America physically fit, to promote education, stimulating vocational guidance so that youth will make better choices in the future, and above all to produce the right kinds of citizens. Therefore, the school should sponsor and help all those agencies which have for their primary function the development of character and good citizenship.

In February, the Boy Scouts of America will observe the twenty-fifth anniversary of the foundation of the first Boy Scout troop organization in this country. It would therefore, be very appropriate for all schools to observe this occasion with an assembly program devoted to Boy Scout work.

The following program is suggested. However, each school could easily produce a program through the efforts of the local Boy Scout Organization.

Program

1. The Aims and Purposes of the Boy Scout Movement.
2. "Be Prepared"
3. Dramatization of a Boy Scout taking one of the tests required for a badge.
4. Explanation of the Scout Badge
5. The Court of Honor
6. Demonstration of Signals and Signaling
7. Brief Address by Scout Executive or Scout Master
8. Boy Scouts of other Countries
9. Why I believe in Scouting, by an Eagle Scout
10. Song—America, by the School

LINCOLN'S BIRTHDAY PROGRAM

On February 12, 1809, a boy was born to poor parents in a log cabin in Kentucky who was destined to become the President of the United States of America at a most critical period. More than half of the States of the Union have auth-

orized the observance of Lincoln's birthday as a legal holiday. It is fitting that once again every school in America should observe this day with assembly program which will call attention to those great traits that characterized the life of Abraham Lincoln. The following program was presented by the Willard Hall Junior High School:

Program

1. Peace Hymn
2. Lord's Prayer
3. Bible Reading—Ephesians sixth chapter
4. Facts from the Life of Lincoln—written and read by a pupil
5. Lincoln's "Gettysburg Speech"
6. Lincoln, the Man of the People
7. Lincoln, the Lawyer
8. Patriotic Medley—Orchestra
9. Play, "Traits of Lincoln's Character," by four boys
 - Honesty
 - Kindness
 - Perseverance
 - Bravery
10. A Tribute to Lincoln
11. Selection—Orchestra
12. Salutation to the Flag

The following program was presented by the pupils of the Senior High School:

Program

1. Song, "O God of Hosts," by the School
2. Reading, "Thou too, Sail On"
3. Playlet indicating Lincoln's Character, by pupils
 - (a) Damage to the borrowed book
 - (b) Returning the right book
 - (c) The Bixby Letter
 - (d) Kindness to his Mother
4. Gettysburg Speech by, a pupil
5. "Lincoln, the Man of the People," Edwin Markham, by a pupil
6. Traits of Lincoln's Character, by pupils
7. Lincoln as an Inspiration and as an Ideal, by a pupil
8. Poem, "My Captain," Walt Whitman
9. Song, "America, The Beautiful"

There is so much material available for the observance of Lincoln's Birthday. The English Department could develop short sketches on his early education, his boyhood books, and his adventures as a soldier.

Another program could be developed with the incidents of his business and public life such as his experiences as a storekeeper, as postmaster, a surveyor, and in law and politics.

Another program could deal with the famous statues and memorials which have been erected to his memory. Many schools, parks, streets and cities have been named in his honor, as well as Saint Gauden's famous Statue at Lincoln Park, Chicago, and the beautiful Memorial at Washington, D. C.

What could be more appropriate than an assembly program consisting of poems written on the life and works of the Great Emancipator.

Program

- "Commemoration Ode"—Lowell
- "The Gettysburg Ode"—Bayard Taylor
- "Lincoln"—Riley
- "Abraham Lincoln, the Master"—Clark
- "Hushed be the Camps Today"—Whitman
- "The Lincoln Statue"—Collins

Other poems appropriate for this occasion.

The following program was given in one of the Junior High Schools of Wilmington, Delaware.

Program

1. America, by the school
2. Reading, "Abraham Lincoln," by a pupil
(Patriotic Programs for Patriotic Days)
Evelyn Hoxie
3. Poems, "Abraham Lincoln Walks at Midnight" and "A Farmer Remembers Lincoln"
4. Song, "Battle Hymn of the Republic"
5. Poems, "Lincoln, the Man of the People" and "Abraham Lincoln"—Bryant
6. Why the Lincoln Memorial at Washington is a particularly fitting one.
7. Lincoln's Gettysburg Speech
8. "Captain my Captain," musical setting by Edgar Stillman Kelley.

ST. VALENTINE'S DAY PROGRAM

The aim of an assembly program for this occasion should be to teach boys and girls to appreciate the real purpose and spirit of the day.

Program

1. The Origin of St. Valentine's Day
2. "To Saint Valentine," Jennie Betts Harts-wick
3. Valentine's Day," Charles Kingsley
4. Interesting Methods of Observing St. Valentine's Day
5. "A Valentine," Laura Richards
6. Playlet, St. Valentine's Day
7. Valentine Day in Other Countries
8. Appropriate music

LONGFELLOW'S BIRTHDAY PROGRAM

Henry Wadsworth Longfellow was

born February 27, 1807 in Portland, Maine. He is known as "the poet of the people."

To his writings he brought a vocabulary and diction of childlike simplicity and showed a very great interest in problems of every day life. His poems are characterized by a strong musical cadence which renders them easy to memorize. His poems are a comfort and inspiration to many people and have an appeal to the unlettered person.

The following program is suggested as a fitting one to observe the anniversary of this great American poet who did so much to supply a great need—the desire for beauty, of satisfying the common people.

Program

1. The Boyhood of Longfellow
2. Longfellow as a Teacher
3. Quotations from Longfellow
4. Recitation, "The Arrow and the Song"
5. Characters from Longfellow
 - (a) Evangeline
 - (b) Skeleton in Armor
 - (c) Village Blacksmith
 - (d) Hiawatha
 - (e) Paul Revere
6. Special Music
7. Poems
 - (a) The Psalm of Life
 - (b) The Day is Done
 - (c) The Childrens Hour
8. Longfellow's 75th Birthday
9. Selection—Orchestra

The following Longfellow program was presented in Willard Hall Junior High School by a 9B class:

Program

1. "The Psalm of Life"
2. "The Village Blacksmith"
3. Selections from "The Courtship of Miles Standish" by Dramatic Club
4. "The Day is Done"
5. "The Skeleton in Armor"
6. Tableaux, Several Scenes from Hiawatha, by the Dramatic Club
7. Song, "I Stood on the Bridge at Midnight," by the Glee Club
8. "The Old Clock on the Stair"
9. "The Arrow and the Song"
10. Song, "Stars of the Summer Night," by the Glee Club

In the realm of Literature, the birthday anniversaries of three great authors and writers are observed. Two of them,

Lowell and Longfellow occupy a very prominent place in American Literature while the third, Charles Dickens was a famous English writer.

Charles Dickens was born on February 7. An assembly program could consist of readings from "English Ivy," selections from "David Copperfield," and other famous stories which are classics in English Literature.

February 22 is the birthday anniversary of James Russell Lowell. Pupils should be taught to realize the place which Lowell occupied in American History and Literature. The following program is suggested:

Program

1. Song, by the School
2. Tableaux, Scenes from "Vision of Sir Launfaul"
3. "Freedom"
4. Lowell's Love for Trees
5. "Under the Old Elm"
6. Dramatization of Selections from "An Indian Summer Reverie"
7. The Friendship of Lowell and Longfellow
8. "The Maple"
9. Song, "America, The Beautiful"

WASHINGTON'S BIRTHDAY PROGRAM

The observance of Washington's Birthday is a legal holiday in every state, territory and possession of the Union and is one of our oldest of National Observances. We would suggest the following program:

Program

1. Recessional—Kipling
2. Song, America
3. "The Twenty-second of February"—William Cullen Bryant
4. Columbia, the Gem of the Ocean, by the School
5. "The Character of Washington"—Thomas Jefferson
6. Song—"Flag of the Free," by the school
7. Tableaux
 - (a) Washington at Valley Forge
 - (b) Washington and Betsy Ross
 - (c) Washington Crossing the Delaware
 - (d) Washington's Inauguration
8. Song, "Red, White, and Blue" by the School
9. "Farewell Address"—Washington
10. America, by the school

The following program was presented by a 7A class in the Bancroft Junior High School:

Program

1. Devotional Exercises
2. Flag Salute
3. The American's Creed
4. Song, "Star Spangled Banner"
5. Reading, "For Washington's Birthday," by a pupil
6. "Washington's Boyhood," by a pupil
7. Song, "America, The Beautiful"
8. Reading—
 - "Washington's Early Training" by a pupil
 - "Washington's Personal Appearance," by a pupil
 - "Washington As Commander in Chief," by a pupil
9. Song, "America"
10. Reading, "Washington's Inauguration," by a pupil
11. "The Death of Washington" by a pupil
12. Orchestra selection—"Stony Point March"

The following program was prepared and presented by the 11A class of the Wilmington High School in February of 1934.

Program

1. Orchestra Selections—senior orchestra
2. Address of Welcome, by a pupil
3. Sketch, "Reminiscences of Washington," written by 11A English classes
4. Tableaux
 1. The Boyhood of Washington
 2. Washington the Surveyor
 3. Betsy Ross and the Flag
 4. Valley Forge
 5. Washington's Farewell to the Army
 6. The Inaugural Ball
5. A Medley of American Airs—"Our Nation"—Senior Orchestra
6. Address, "The Contribution Which George Washington Made to Our Nation," by Dean of Boys
7. Orchestra selection
8. Salutation to the Flag

As is the case with Lincoln the field is rich in material for assembly programs on the observance of his national holiday. Anecdotes of the Life of Washington, his "Rules of Conduct," his experiences as a surveyor, athlete, as a soldier, as President and as the overseer of a large estate.

Many famous pictures have been painted of this great national hero and the number of poems written about him are legion. Again, it is suggested that a very appropriate assembly program could be presented on some of the great poems. Carl Sandberg's, "Washington Monument

at Night," Joaquin Miller's "Washington on the Delaware," Oliver Wendell Holmes, "Union and Liberty" are some of the great poems.

THE PARIS PACT

Several years there came into being an organization known as "National Student Forum on the Paris Pact." Mr. Frank Kellogg, Secretary of State under President Coolidge, is the honorary chairman of the organization while Arthur Charles Watkins is the director with headquarters in Washington, D. C.

The originators of the Paris Pact were Aristide Briand, the great French statesman and the Honorable Frank B. Kellogg who was Secretary of State during the Administration of President Coolidge. The Pact has for its purpose renunciation of war.

The Articles of the Pact of Paris may be summarized as follows:

1. War is renounced as an instrument of national policy and the war method is repudiated for the settlement of international differences.

2. The contracting powers agree henceforth not to seek the settlement of any of their disputes except by pacific means.

3. The treaty shall remain open as long as may be necessary for the adherence of non-signatory powers.

This organization has state chairmen in all of the States of the Union and school people everywhere are enthusiastic about the program. The projects fostered have for their purpose, promoting in the schools "character education for higher citizenship."

The writer believes that every school through its assembly programs and social science work should make a study of the Paris Peace Pact. Mr. Watkins director, has written a textbook on "The Paris Pact" which will be very helpful in interesting your pupils in this most important subject. The following program is suggested:

Program

1. What is the Paris Pact
 - (a) How old?
 - (b) What two Statesmen were its originators?
 - (c) What is its purpose?
2. What really is "Peace"?

3. Does competitive armament give real security?

4. Give desirable citizenship attitudes toward national and international questions.

5. Give characteristics of a democratized school.

6. Character values which grow out of rightly organized play, recreation, and athletics.

An excellent assembly program can be prepared from the national plan given in this excellent book by Dr. Watkins. It is interesting to both high school pupils and to adults. We suggest that the preparation of this program be given to the social studies department as their contribution to the understanding of a subject which has for its purpose the development of desirable citizenship traits.

(The Paris Pact, by Arthur Charles Watkins, Harcourt, Brace and Company.)

EVALUATION

An effort should be made by the assembly committee to consider possible results of all programs when they are given. Following their presentation the teachers should be on the alert to detect signs of the expected results. Thus tentative measurements may be formed to use in judging the worthwhileness of future programs. Questionnaires concerning ethical questions and other problems may be submitted to pupils before and after a series of programs. Consideration of the pupils' opinions, their immediate reaction is valuable. Devices of this type are worthwhile. It is to be hoped that some method of measurement will be worked out as a result of the experimentation. With definite measurements possible we will be able to eliminate much that is valueless and enlarge and develop the more worthwhile features of the assembly program.

M. Channing Wagner is assistant superintendent of schools of Wilmington Delaware. His book, **Assembly Programs**, is a widely known and an immensely popular one. Arrangements have been made by which he will give **School Activities** readers assembly programs monthly.

Establishment of higher ideals of social justice depends on inculcating in young people's hearts and minds the compelling ideals of conduct which shall control their thoughts and actions.—Frank W. Ballou.

Organization and Activities of the N. A. S. G. O.

Warren E. Schuell, Executive Secretary

EDUCATION is in need of youth, and youth is in need of education as never before in the annals of educational history. Theory and practice are separated by years of pedagogism in the public institutions of learning. The result is that thousands upon thousands of youth face mental confusion when confronted with facts of education, government, and politics as practiced in their community and state.

Chaotic conditions in the public schools during the past few years were partly remedied financially through federal and state aid. Today the majority of public schools continue the graduation of students who have little understanding of public school operation, and only a theoretical conception of government and politics. Day by day young men and women, the potential leaders of tomorrow, pass in and out of the portals of our institutions of learning hoping for a more practical education concerning the public schools, government, and politics—a rightful heritage of liberty that should provide a factual and theoretical education for youth.

The past fifty years have witnessed the development and extension of various forms of student government in the secondary schools—an effort to make more practical the education of students for citizenship in a democracy. A student initiated organization of all forms of student participation, or student government, national and international in its scope of activities, has been instigated and encouraged the past few years by student leaders, teachers, administrators, and leaders of the National Education Association and state teachers' associations. This organization of student leaders is the contribution of youth to the future of education; the medium for the expression of ideals relative to problems in education, government, and politics; a

national movement with aims and activities that envisage greater free public education on a more practical basis; and the active, first-hand training of future leaders of America in government and politics without fear or favor, partisan bias, or non-constructive intimidation.

The aims of the National Association of Student Government Officers are to establish and maintain a medium for exchanging ideas helpful to high school students and for promoting the growth of student government among the high schools, to organize the high schools into a closer relationship with each other, to form an integral and active allied organization of the National Education Association, to advance the cause of education through a closer relationship of the administration with the students, to work toward international goodwill, and to strive for greater free public education.

The school membership of the Association consists of any accredited secondary school. The individual student membership is confined to students elected to office by students in a high school.

The organization comprises state associations of student government groups as active units of the National Association. The state association elects its own officers, the president automatically becoming a member of the National Executive Committee. Each state forms local groups of student governments as a part of the state organization. A high school becoming a member of the state association joins the national association to provide a unified national organization and to provide for co-operation in exchanging ideas.

At each annual meeting of the national association, national officers are elected and discussions held. The officers elected by student delegates in attendance are a president, vice president, secretary, and treasurer, who together with the board

of state presidents constitute the National Executive Committee that handles the business of the meetings and proposes state and national activities.

The activities of the National Association are concerned with putting into practice the objectives of the organization. The exchange of ideas and information is handled through the distribution of reports and bulletins that are compiled from material received from the schools. In many respects the material received on extra-curricular activities and student government is handled similar to a clearing house. Projects for the betterment of students and education are instigated, and individual student membership activities are encouraged.

The association is working in co-operation with the World League of International Education Associations, San Francisco, California, in furthering international goodwill through the establishment of international correspondence clubs in the schools as members of the World League. This year the association is working with the World League in its program of forming international museums in the schools. The association is co-operating with the National Self Government Committee of New York City, the National Child Welfare Association of New York City, the National Student Federation, New York City, and the National Education Association, Washing-

ton, D. C.

The national officers of the association elected for this school year at the Washington convention last summer were Jack Neal, Altoona High School, Altoona, Pa., President; Ralph Fiangioni, McKinley High School, Washington, D. C., Vice-President; Claire Harrington, Durfee High School, Fall River, Mass., Secretary, and Joe Harvey, Central Junior-Senior High School, Parkersburg, West Virginia, Treasurer. Robert Marks, Roosevelt Senior High School, Chicago, Illinois, past President, assumed membership on the Co-operative Board.

The fifth annual convention of the association will be held at Denver, Colorado, with the National Education Association meeting of June 30 to July 5, 1935, inclusive. All schools are invited to send student delegates with teachers or administrators planning to attend the N. E. A. convention.

Schools interested in having their student leaders become an active part of this rapidly growing progressive organization may obtain further information by writing to the national headquarters at 506 Clayton Building, Sapulpa, Oklahoma.

Warren E. Schuell is Executive Secretary of the National Association of Student Government Officers, with headquarters at 506 Clayton Building, Sapulpa, Oklahoma.

Reservation Free

N. C. Rany

RELATIVELY FEW schools—particularly of our smaller ones sell reserved seats in their auditorium. The practice of allowing the crowd to scramble for seats has been carried on without much question. What that practice has cost in money and in good will few schools have stopped to consider, for it has been taken for granted that school auditorium seats can not be reserved without too much work, trouble and cost.

The fact is, however, that the saving in work, trouble, and cost is the very reason why schools adopt a plan for reserving

auditorium seats. Let us look at some of the advantages.

First, the management of the entertainment can be sure of a crowd. The better seats will sell perhaps a week in advance. Bad weather and competing attractions appearing suddenly do not greatly lessen the attendance.

Second, farmers and other people whose duties will not permit them to come extremely early appreciate a fair chance at the good seats. Even townspeople with plenty of time to spare are not attracted by the prospect of paying with an hour's

time in addition to the price of a seat.

Third, reserved seats enable the performers to have a rested audience—one that has just settled itself for a pleasant evening. Children have not had time to get restless; parents have not become nervous.

Fourth, seats bought by boys and girls in twos and threes are naturally scattered. There is no danger of a problem of discipline growing out of a suggestion, "Come on boys, let's sit over here."

The problem of preparing tickets for an auditorium is not a difficult one unless the auditorium is large. With an auditorium that seats a thousand or more the technique of the theatre should be resorted to. Where there are only a few hundred seats, here is a plan that works admirably.

Take a board large enough to allow about one square inch for each ticket. Usually this board should be made in two sections hinged together.

On that board lay out a design corresponding to the seating arrangement. Number or letter the seats and rows, and the locations on the board to match. If the seats are movable, as those often used on gymnasium floors, rows may be stamped or painted on the floor. Bleacher seats should be laid off about eighteen inches to a person and stamped with numbers.

At the spot representing the seats on the board fasten a paper clip. The ordinary Gem paper clip may be fastened conveniently with two large headed carpet tacks. Other styles of clips may bet-

ter be fastened with screen staples. When the job is done, the tickets may be fastened to lie like the feathers on a duck, the stub end exposed.

It is necessary each time, that the sections, rows and seats on the tickets be marked and that the tickets be inserted in their proper places. A committee of three people will do this work in a few minutes.

After the tickets have been prepared and arranged, the board should be placed in a drug store or any other place easily accessible to the public. Merchants are usually anxious to have the board in their place of business and will sell the tickets without charge to the school. The good will value of such work is considerable to a merchant and it is worth something to have the school crowd drawn into his store.

The evening of the event for which the seats are being sold comes, the board should be removed from the down town location to the school building and placed where late comers will find it conveniently. When the tickets are presented at the door, the door keeper will tear them in two keep the ticket, and hand the stubs to an usher who will show the guests to their seats. When they are seated, the stubs should be given to the gentleman and programs to the lady.

If you have not been reserving seats to your school entertainments, try this plan. It will work. More than that, it will give helpful experience and training to students who have it in charge.

Candle Light and Crinoline

Norma Pelunek

Cast

MRS. RAND
NANCY RAND, her daughter
CHARLES RAND, her son
LEE RANDOLPH
POLLY MADISON
ETHAN SHANE
DEBORAH BRADLEY
ALLAN HUGHES
ROSEMARY CARTER
GENERAL WASHINGTON
AMOS, his Negro servant

Scene: The living room of the Rand home in a little village near Yorktown in 1781

(Mrs Rand is seated at the right spinning in the twilight)

NANCY (entering). Pray, Mother, how can you see in the dusk? These October days are growing short. May I not light the candles for you?

MRS. RAND. Yes, child, you may though spinning does not require much light. I have been engrossed in my thoughts and

did not feel the lack of lights. (*Sighs.*) I would that this long, dreadful war were at an end and that your father and brother could be at home with us again.

NANCY (*Lights the candles in the candlelabrum on the mantel.*) Indeed, Mother, so do I.

MRS. RAND (*glancing up*). So many lights?

NANCY. Aye, Mother, let us light them all tonight. The young folks of the village are coming in tonight. Several of the boys are home on a few days' furlough just as Charles is; and I thought that you would not mind, Mother, if they met here to visit and chat a bit; and perhaps we could tread a few measures of the minuet.

MRS. RAND (*to herself*). Ah, to be young again! What sorrow is there that youth cannot lightly shake off! (*Turning to Nancy*) Yes, daughter, you may dance if you like if it will lighten these drear days for you. But see; 'tis early, and you have not spun your daily stint as yet. Could you not work until the young people arrive?

NANCY (*dutifully*). Yes, Mother. (*She seats herself at the left and spins.*)

MRS. RAND. A little music would lighten our tasks. Shall I sing for you?

NANCY. Do, Mother, I prithee. (*Mrs. Rand sings "Spin, Lassie, Spin"; Nancy joins her on the refrain. Then they spin for a few minutes, and nothing is heard but the whirl of the wheels.*)

MRS. RAND. And is Lee Randolph to be one of your guests tonight?

NANCY (*pouting*). Indeed, and I did not invite him. Should he be so bold as to come uninvited, I should flout him thus. (*She pretends to turn her back on an imaginary suitor.*)

MRS. RAND. Is the lovers' quarrel not yet made up?

NANCY. No, and I vow that I shall not be the one to make up first.

MRS. RAND. There you are wrong. 'Tis always the woman's duty to yield.

NANCY (*airily*). Not mine. I know how Lee will joke with me after his usual fashion. He will say, "Still friends?" And I shall say firmly, "No." Then maybe he will ask, "Still my sweetheart?" This time I shall answer even more firmly, "No." Should he be so presumptuous as to continue, "Shall we make up our little quarrel?" I shall reply very coldly, "No." Perchance he will ask, "Will you dance the

minuet with me?" Then I shall stamp my foot in anger and answer very haughtily, "No!" (*She impersonates both speakers in this imaginary dialogue.*)

MRS. RAND (*smiling*). Women have sometimes been known to change their minds.

NANCY. Others maybe, but not I.

LEE (*enters without knocking*). Good evening Mistress Rand. Good evening, Nancy. Having heard that you are giving a little party tonight, I thought that I had best come rather early to see just how warm my welcome might be.

MRS. RAND. Pray be seated, Lee. (*Nancy does not look up from her spinning.*)

LEE (*Seats himself in a chair close to Nancy.*) Still friends, Nancy?

NANCY (*in a low voice*). Y-yes.

LEE. Still my sweetheart?

NANCY (*even lower*). Y-yes.

LEE. Shall we make up our little difference?

NANCY (*smiling*). Yes.

LEE. And would you perchance tread the minuet with me tonight?

NANCY (*looking at her mother and laughing*). Yes, Lee.

MRS. RAND. Women have sometimes been known to change their minds, Nancy.

NANCY (*laughing*). Aye, Mother, and so have I.

LEE (*becoming serious suddenly*). Nancy, I have your mother's permission to address you thus. Will you do me the honor of becoming my wife? Pray say 'Yes,' Nancy dear.

NANCY (*teasingly*). Aye, Lee, I will say 'Yes' when—(*Tries to think of something improbable.*) when I dance the minuet with General Washington!

MRS. RAND. How unseemly to jest so, Nancy! Answer Lee sensibly.

NANCY (*springing to her feet*). Ah, but that is my answer, Mother. When I dance thus (*She curtsies to an imaginary partner.*) with General Washington, I shall give Lee my answer.

LEE. You trifle with me. (*He turns away angrily.*)

CHARLES (*enters briskly*). Hello Mother. (*Turns to Nancy*) Where are the young people? Not here yet?

NANCY. Only Lee, but surely the rest will be here shortly.

ETHAN (*entering quickly followed by the other young people*). Have you heard the news, Mistress Rand?

DEBORAH. Oh, let me tell her, Ethan.

ALLAN. Nay, nay, you girls talk too much as best.

MRS. RAND. I grow quite curious to hear this wonderful news.

ROSEMARY. Word has just reach the village by messenger that Cornwallis surrendered to General Washington at Yorktown.

MRS. RAND. Thank heaven, then the war must of a certainty soon end.

CHARLES. Just my ill fortune to be home on a furlough now.

ETHAN. What would I not have given to be there to see Cornwallis surrender!

NANCY. And to see the general upon his snow-white horse!

POLLY. 'Tis said that he is a splendid figure of a man either on foot or on horseback.

ALLAN. That he is. I've seen him many a time.

MRS. RAND. Ah, well, 'tis not for us humble folk ever to see him.

DEBORAH. What shall we do to celebrate this glorious news?

CHARLES. A toast to General Washington!

MRS. RAND. Nay, the Redcoats, when they were in the village this summer, took the last of our wine.

POLLY. I have it: let us dance.

ETHAN. Aye, and with a light foot and a happy heart tonight.

NANCY. Mother, will you play for us?

MRS. RAND. Gladly tonight, daughter. *(She plays the piano, and the four couples begin to dance the minuet—Nancy and Lee, Rosemary and Charles, Polly and Ethan, and Deborah and Allan. A loud knock is heard at the door. The girls scream in alarm.)*

ROSEMARY. The British, the British.

CHARLES. It cannot be. They are not within twenty miles of us. *(Another knock.)*

DEBORAH. Open the door, someone.

ALLAN. I will. *(He throws the door open. Washington stands in the doorway booted and spurred wearing a long cape. Behind him is Amos. All look astonished.)*

LEE *(in amazement)*. General Washington. *(The ladies curtsy deeply, and the boys salute.)*

MRS. RAND *(advancing towards him)*. I should be pleased to have you enter my home, humble though it may be. *(Washington advances followed by his servant.)*

WASHINGTON. I am on my way to Mt. Vernon for but a day. I have not been there for many a year. Then I must go back to my command again. In the darkness of the night I have lost my way. Amos here declares that 'tis the right fork we take where the road branches out yonder, and I vow it must be the left.

ETHAN. You were right, General; 'tis the left turn.

WASHINGTON. And have you people heard the news or has it not yet reached your village?

ROSEMARY *(curtsying again)*. We have heard with great rejoicing.

POLLY. Indeed, we were just dancing the minuet by way of celebration.

WASHINGTON. Nay, then pause not in your merrymaking for me. I would be on my way again shortly. *(Glances at the grandfather's clock in the corner.)* Still 'tis but eight o'clock, and—*(pauses irresolutely)* your music sounded most enticing.

CHARLES. Might I be so bold as to ask you to join our little revel?

WASHINGTON *(throwing off his cape and handing it to Amos)*. Right gladly will I dance. *(The girls look at each other and preen themselves)* And with the the fairest one of all. *(Bows to Mrs. Rand.)* Madam, will you be so kind?

MRS. RAND *(curtsying)*. You do me too much honor, General. Nancy, play for us please. *(Nancy plays, and the four couples dance. Lee leans on the piano. The dance ends.)*

WASHINGTON. Now but one more dance, and then I would fain be on my way again. 'Tis hard, I vow, to choose from this bevy of fair damsels.

LEE *(mischievously)*. Mistress Nancy, I swear, is light on her feet as any feather in the wind.

WASHINGTON. Ah, Mistress Nancy, will you do me the honor? *(Bows to her.)*

NANCY *(curtsying deeply)*. I thank you, sir.

WASHINGTON *(turning to Lee)*. I fear that I do dispossess you of your fair partner.

LEE *(Significantly and with a glance toward Nancy)*. Nay General, never will you know what signal favor you are doing me. *(They dance the minuet again while Mrs. Rand plays and Lee looks on.)*

AMOS. Massa Washington, we'd best be on our way. We's got a mighty long ride

ahead of us befo' we gets home. Bettah be startin' now.

WASHINGTON. In truth, you are right, Amos, though I am loath to leave this good company. (*Amos hangs the cape over his master's shoulders. Washington strides to the door and pauses in the doorway with Amos at his heels.*) And so, my new-found friends, I must bid you adieu to ride on again through the dark night, a little lighter in heart from having tarried thus with you this short time. Perchance some time when the lowering clouds of war no longer hang threatening over us, when these dolorous days have fled, and when peace has again descended on these war-worn colonies, we shall meet once more under happier auspices. Until then I bid you all farewell

ALL. Farewell and good-night.
(*All are silent for a moment; then a hubbub of exclamations breaks forth.*)

MRS. RAND (*awed*). To think that my humble dwelling was graced by the presence of General George Washington!

ROSEMARY. And to think that I had the good fortune to see the General with mine own eyes!

ALLAN. Did I not tell you that he was a splendid figure of a man?

POLLY. That he was indeed, Allan.

DEBORAH. And his manners — how courtly and polished.

POLLY. With what air he wore his uniform. Did you note, Nancy, with what grace he took his departure?

NANCY (*eagerly*). And did you all observe how charmingly he bowed to me? I would that Lee could bow thus.

CHARLES. Bowed to you! What arrant nonsense. All that you girls think of is manners and fine feathers. I would that you might all see the General at the head of his army. Aye, then he is a splendid figure of a man, I vow.

ETHAN. Do not censure them. Most girls are won over by a gentleman's fine manners. 'Tis their nature.

LEE. Nay, nay, I warrant you that one of this bevy of fair maidens thought of something other than merely fine manners. (*Turns to Nancy*) Come, Nancy; tell us what ran through that pretty curly head of yours when you trod the minuet with General Washington. (*Nancy turns her head away. He takes her hand and draws her forward.*) Friends, tonight Fortune hath smiled upon me. Scarce a

half hour ago, when I did ask my pretty sweetheart to marry me, she said to me here in this very room—in truth here is my witness. (*Turns to Mrs. Rand, who smilingly nods her assent.*) My pretty Nancy spake thus, "Aye, Lee, I will say 'Yes' when—(*he hesitates just as Nancy did*) when I dance the minuet with General Washington." Come; I await your answer, Nancy.

NANCY (*demurely through lowered lashes*). I was ever a woman of my word. As for my answer, Lee, 'tis "Yes." (*Lee quickly grasps both of her hands.*)

ROSEMARY (*whispers to Charles, who hurries from the room*). I propose a toast to the first bride of our little circle of close friends. (*Charles returns with a tray on which are several glasses of water.*)

CHARLES. The Redcoats may have taken the last of our good red wine, but we will drink this toast in the nectar of the gods—sweet, clear water from our own spring. (*He serves them. They group themselves about Nancy and Lee thus:*)

O
Nancy

Lee O

Mrs. Rand O

Allan O

Deborah O

O Polly

O Ethan

O Rosemary

O Charles

(*All raise their glasses high*)

DEBORAH. I give you Mistress Nancy Rand—

ALLAN. The sweetest girl in this new land.

MRS. RAND (*softly*). I wish her joy and happiness.

POLLY. And all the health—

ETHAN. And wealth—

ROSEMARY. That's under the sun.

CHARLES (*roguishly*). And another dance with Washington!

(*Curtain*)

Every one of us has at least a spark of success within us. We all have some talent capable of development.

Search it out; cradle it in ambition; feed it on determination until it grows vigorous. You may reach fame or fortune, but should you not reach the highest pinnacle of success, you will find the endeavour helpful along life's road. As well as prizes at the end of the game there is certain joy to every player.—Edward Julius Price.

Who's Who In Extra-Curricular Activities

CHARLES FORREST ALLEN—The ultimate goal of teaching should be character, not conduct. The classroom does not afford sufficient opportunity to stress ethical lessons, for the modern youth resents being "preached to." However, by means of the club or other activity, occasions arise where it is natural and easy to teach ethical principles. In these activities students learn the lessons by practicing and living in actuality without realizing that they are being taught, a fact which makes an extra-curricular program psychologically sound.

With this philosophy Charles Forrest Allen, supervisor of secondary education, Little Rock, Arkansas, became known as one of the chief exponents of extra-curricular activities as early as 1924. Since that time upon this same sound philosophy he has built additional theory, done careful research, and carried out valuable projects, and thus has gained an even more notable reputation in this field of school activities.

Mr. Allen, who has been in school service for the past twenty-one years in Arkansas, is a native of the state of Missouri. He was graduated from Missouri Central Teachers' College in 1909 and received his Ph. B degree from the College of Arts and Sciences, Chicago University in 1917. His M. A. degree and Junior High School Diploma from Teachers' College were awarded by Columbia University in 1924.

In this same year was published one of his first contributions to this phase of school life—"Outlines of Extra-Curricular Activities," based on his theory, practice, and careful experimentation.

Mr. Allen's educational pursuits then drew him to Arkansas where he has received a breadth of teaching experience as grammar school principal, language supervisor, junior high school principal, and his present position of supervisor of secondary education. His profound influence and teachings were extended to thousands when for ten years he was in charge of the Arkansas State University

Extension Service, where nearly six hundred students were enrolled each year.

Much of the wealth of knowledge which Mr. Allen possesses from his extensive teaching experiences and healthy experimentation has been recorded for our use in numerous articles appearing in state and national magazines—*School Review*, *School Life*, *High School Teacher*, and *Junior-Senior High School Clearing House*, the latter of which he is associate editor.

In his college days Mr. Allen took keen interest in various school functions. At one time he was justly honored in being chosen president of the student organization. He also was a debating enthusiast and represented his school on a debating team that clashed with University of Nebraska and other universities in 1909.

Repeated honors have come to this friend and exponent of extra-curricular activities. He was privileged to serve as the first president of the Association of Secondary Principals of Arkansas; as second vice-president of the National Association of Secondary School Principals, 1927-'28; first vice-president in 1933-'34; and he is now president of the same organization in 1934-'35.

He has been a member of several national committees which made a study of various phases of secondary education. The educational organization of Phi Delta Kappa and Kappa Delta Pi claim his membership as does the Council of the National Honor Society of Secondary Schools.

Mr. Allen's philosophy is broadened and substantiated by extensive travel which has made possible for him many valuable contacts. He has traveled by automobile through every state in the Union and into Canada and Mexico and he has found opportunity to visit the leading schools in nearly all of the states.

The educator's own personal "activities" are golf, checkers, chess, and duck hunting. He relates an unusual experience while duck hunting. "I killed a whole

flock of ducks, flying, at one shot—three of them, one going south, one east, and one west, as they crossed. And believe it or not, I killed the duck flying south by shooting at one flying north. The one going south became excited and confused at my shot and jammed its head into a small fork, pulling its head off. Some duck story, but true. Incidentally also, I have not failed to give my teachers a duck dinner yearly in the last twenty-one years, once serving 209."

Having read some of his previous publications, perhaps "Extra-Curricular Activities, 1926, or "Readings in Extra-Curricular Activities, 1929, both written in collaboration with Dr. Roemer now at the George Peabody College for Teachers at Nashville, Tennessee, enthusiasts in this field of school activities are eagerly looking forward to material now being compiled by Allen, Roemer, and Yarnell concerning Home Rooms, Clubs, and Assemblies for Junior and Senior High Schools. —I. B.

COMPETITIVE ATHLETICS FOR GIRLS

(Continued from Page 5)

court, the rules of the golf links, and the growing kindness of our newer games of baseball, football, and basketball. Again let me suggest that the boyish experiences of the present generation of men should have, and I think has, given them a sense of impersonal generosity in the lighter aspects of life which the present generation of women have had little opportunity to acquire.

The third great outcome of competitive athletics is in the cultivation of emotional balance and control. Every athletic contest is grounded upon highly emotionalized cooperation within, and competition without the contending groups. A good game is surcharged with feeling. So true is this that the tennis, golf, baseball and football player keeps up his sport for the occasional thrills of the big game, the contest so crammed with emotion that nervousness exudes and victory awaits the player, or the team, that can control and direct this super-nervous energy into efficient action. The winning athlete feels violently during the game but must be able to translate his emotional drive into a stimulant to his competitive judg-

ment. Thus Bobbie Jones boils within during a tournament match, Jack Dempsey is vitalized by the killer instinct in a prize fight, Dizzy Dean and Carl Hubble do their best pitching with the bases filled, and the great football player rises to the heights during a touchdown run or a goal line defense. While lesser athletes lack these supreme qualities they get continuous training in trying to acquire them. As a result, if men are more dependable than women in an emergency where quick action under emotional stress is necessary, which tradition assumes them to be, may we not attribute the fact to the greater amount of practice they have had as boys in athletic emergencies?

Furthermore, competitive games give intensive training in the control of speech during excitement. Boys learn in the crucible of experience that hot words are dangerous playthings. Personal aspersions or reckless actions in the heat of an athletic contest are likely to backfire with a vengeance. Few are the boys who have not achieved black eyes or bloody noses

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as the result of untimely verbosity. If, as we are told, women have less kindly tongues than men, if they are more subject to hysterics than men, can it not be to a considerable extent due to more limited experience in individual and group competition where the value of emotional control is driven home with the fist, the foot, the team penalty, or the jibes of fellow players?

The preceding analysis of the three socio-moral virtues, teamwork, sportsmanship, and emotional control, is my own, but it is based upon a wide reading of athletic literature. Innumerable quotations from such authorities as Joseph Lee, Curtis Williams, and Dr. Berry might be given to reinforce what has been said about the influence of competitive athletics in developing these traits; but my time limit compels their omission. It might also seem that I have given undue attention to athletics for boys. This appeared necessary for the simple reason that we have so recently permitted girls to engage in competitive games of an organized sort that we know little of their results. Few of the grandmothers of our present school girls could swim, or throw a baseball, or handle a tennis racquet, or hockey stick, or had the remotest idea how long it would take them to run the 50 yard dash, or had ever belonged to an organized athletic team. They wore dresses instead of rompers, frocks instead of shorts, and were adjured to keep them spotless and intact. Playing rowdy games is a new wrinkle introduced by the fashion book of the flapper. Of course we have critics, even honest doubters, of the new regime. Likewise we have excesses, such as adolescent girls following boys rules, men coaches for girls teams, and inadequately chaperoned trips to neighboring towns. But these may well be the result of over-hasty emancipation, or be the growing pains of a youthful movement, wholesome in itself, but lacking in trained leadership. If girls are to be expected to use conservatively their new-found freedoms, and later, as women, to meet effectively their newly acquired vocational and institutional responsibilities, they need all of the training that the schools and other social agencies, can provide in group activities where the drive to learn teamwork, sportsmanship, and emotional control is inherent, insistent, and

compelling.

Let us now briefly examine the popular objections to a girls competitive athletic regime.

The first of these objections is that girls athletics cause physical overstrain, and that the intensity of the struggle will injure the health of some of the players. What of it? There is overstrain in boys athletics. Weakened hearts and broken bones are occasional outcomes of all strenuous games. But the athlete later wears his scars as emblems of honor and if he is to die sooner because of them, he trains his sons through similar struggles to take his place. Why not complain of the physical overstrain of piano practice, social dancing, and the grind of winning a Phi Beta Kappa pin! There is danger in every form of activity whole hearted enough to produce solid character. In fact, it is the intensity of team games, where supreme effort under controlled conditions is demanded, that creates a perfect setting for the development of the virtues treated in earlier paragraphs. A case might be made for toning down boys' and mens' athletic contests if it could be done without producing apathy. It is recognized however, that any half heartedness would ruin their educational importance. In the case of girls it may be suggested that they are entering the field late enough to avoid the excesses and many of the evils surrounding men's competition.

A second objection is that girls are subject to periods of physical incapacity for strenuous exercise. Yet we have teachers of physical education whose business it is to determine the girl's fitness for competition. Why shouldn't they be expected to tend their jobs as well as the English or history teacher? Moreover it is by no means inconceivable that the dangers attending game participation may be the best means of teaching the girl some of the major lessons of personal hygiene and

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MARY BONHAM

Chilhowie, Va.

the public some needed lessons in sex education

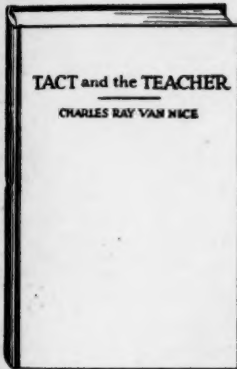
A third complaint is that intense athletic competition stimulates emotional excesses and undue excitement in girls. Why shouldn't it? Most of them have been sheltered from emotional stress and given so little practice that they often do not know what to do with an excitement when they get it. If there is any real virtue in a competitive game it is that it produces thrills, and that one must master his excess emotion to play effectively. Hysterical speech and actions merely prove a prior lack of training in cooperative and competitive activities. As previously suggested, one of the main educational purposes of athletics is to develop emotional control and such education is impossible without stirring up intense emotions that need control. An audience adds to this intensity, as does an inter-

school contest, and hence both are needed to provide an adequate setting for real education in emotional control.

A fourth complaint is that girls are more subject to "spectatoritis" or grandstanding than boys. Every intelligent individual is audience conscious when thrust before a new type of assembly. Since inter-school contests are new to most girls, and infrequent for all, we might well expect many of them to be more interested in the reactions of the spectator than in their athletic skill. Again, it is more rather than fewer such experiences that should be coveted for them as needed education.

Another objection frequently heard is concerning the social dangers of inter-school trips. This, however, is merely a matter of proper and adequate chaperoning. Without freedom girls have little opportunity to gain poise and self-com-

What Every School Needs —



TACT AND THE TEACHER

by

C. R. VAN NICE

Every school administrator should have a copy for himself. He should place one in the hands of each of his teachers.

For the school **TACT AND THE TEACHER** means HARMONY, CO-OPERATION, SCHOOL SPIRIT—**PROGRESS**; for the teacher it means FRIENDSHIP, POPULARITY, GOOD WILL, PROMOTION, INCREASE OF SALARY—**SUCCESS**.

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It is the most ingenious presentation of a neglected subject I ever read.

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mand. The controlled freedoms of an inter-school athletic trip are not only less dangerous than many of the uncontrolled freedoms permitted high school girls but they should be peculiarly adapted to the education of girls in wholesome conduct under novel, yet perfectly normal, social situations.

A final charge is that strenuous team games tend to masculinize girls. It may be true that our earlier girl athletes tended toward masculinity even as our earlier boy athletes tended to become bruisers. But, just as universalization has minimized "the virtue of beef" and obscured the bully in men's athletics, it may be expected to remove the spirit of masculinity in girl's competition. Joseph Lee has well said: "A girl should be a tomboy during the tomboy age, and the more of a tomboy the better.—The tomboy survives in the level head and sense of proportion of the later period." Rather interestingly the term tomboy is disappearing as the mid-Victorian idea of girlhood nicety and reticence are giving way to freer activities and more wholesome dress and manners. In reality there is nothing more unladylike in a strenuous team game than in any other form of play where intense concentration is achieved. Nor can there be any more legitimate objection to girls playing such games before the public, or before an inter-school audience, than for boys to indulge in similar games. And if boys get the values usually ascribed to interschool contests without undue worship of physical prowess, there is little reason to assume that girls cannot gain equal benefits without developing masculinity.

Two other observations and I shall close. Many teachers advocate intramural athletics for girls but oppose inter-school contests. Such an attitude is merely a compromise with traditions. It is a formal limitation of opportunities to girls for wider social contacts and the intense stimuli necessary to acquire certain socio-moral qualities greatly needed in the newer responsibilities thrust upon women. Joseph Lee says: "women have lacked skill in fulfilling the wider and less personal relations. Their loyalty is apt to be narrow, rigid, too much attached to particular individuals and particular forms. To see your personal choice for captain put aside and yet play the game with

your whole heart to find merit even in your opponent, and especially in your rival for influence within your own team, to learn that there are other heroes and other causes besides your own, are lessons that would not be thrown away upon the average woman, and that can be learned nowhere so thoroughly as in team play during the team play age."

A final observation is that active participation in vigorous games where interest is intense is needed by girls as well as by boys as a prophylactic against undue interest in sex. Nature's urge to physical activity and psychic and social stimulus must be satisfied. Without a variety of wholesome enthusiasms that drain off surplus physical and mental energy the powerful sex instinct is likely to assert itself in salacious or morbid ways. Probably there is no better method of impeding premature sex interest than active participation in thrilling sports requiring big muscle activity. Dr. Elmer Berry calls them the "emotional safety valve" and further says: "Today children come to adolescence with intense attention to small muscle activities, writing, typing, playing musical instruments, speaking, etc.—with but little opportunity for big muscle activity either in physical labor or general exercise. The concentration on these finer neuro-muscular coordinations—is rapidly breaking down our neural and emotional stability. In no class is this quite so evident as in the high school girl."

May I conclude with the summarizing statement that regardless of their effect upon health and physical well being, our girls need an extensive program of competitive athletics as the best means of developing the teamwork, sportsmanship, and emotional control so needed in meeting their future responsibilities in a world of emancipated women

Walter R. Smith is Professor of Educational Sociology at the University of Kansas.

I shall try to correct errors when shown to be errors and I shall adopt new views so fast as they shall appear to be true views.—Abraham Lincoln.

Boys and girls are "lock-stepping through our schools, to be "rubber stamped" at graduation time.—Willard W. Beatty.

Have You Read These?

By the Editor

Could you be done without? Irl H. Dulebohn, tired of being magnanimous and noble, shuts his door, takes off his coat, bangs the desk, and complains under the title, "Teachers I Could Do Without." Maybe you do not work in Mr. Dulebohn's school system, but perhaps your own and other superintendents hold similar views. So why not read this article in *The Journal of Education* for December 3, 1934 and check up on yourself?

We school people are the most amateurish and ineffective of advertisers. Many of us do not advertise at all because of "professional scruples," lack of a recognition of the importance of educational advertising, or a paucity of ideas and material. "Publicity for Rural Schools," by Everett Mills Hosman, in *The Instructor* for December, 1934, will give you some good ideas and plans that are equally applicable to any school, rural or suburban, public or private, large or small.

The great and commendable campaign to replace those films that portray crime, debauchery, degeneracy, and general smut in ways that make them attractive to the masses with films that represent education, inspiration, culture, and decency is well under way, but the battle is not yet safely won. One of the most definitely suggestive articles we have seen on this topic is, "How to Get Better Movies for Your Children," by George J. Hecht, in the September, 1934, number of *The Parents Magazine*. Read this fine article, develop a program of action for your Parent-Teacher Association, and help to force Hollywood to appreciate morals and sense as well as dollars and cents.

Webster, like all great masters, is being constantly improved upon. The terms "indoctrination" and "propaganda," for instance, have recently acquired shady connotations that are not to be found in their dictionary definitions. So we hear and read of noble attempts to avoid "indoctrination," without appearing to rec-

ognize that it may be either good or bad, depending entirely upon its objective. Teaching the child the ideals and habits of neatness, health, thrift, or courtesy represents indoctrination. And "the truth, the whole truth, and nothing but the truth," as well as the opposite, can be propagandized. We need accurate expressions as well as clear thinking. In this connection N. C. Kearney's article, "The Bogey of Indoctrination," in the *Journal of Education* for December 17, 1934, will be found helpful.

Interest in professional football has developed amazingly during the last five years. If you are not familiar with the details of this new development—rules, plays, players, salaries, etc.—read "The Case for Professional Football," by John R. Tunis, in *Vanity Fair*, for November, 1934.

Do you know from your own experience that "he who buys is usually the rankest of amateurs, while he who sells is often the rankest of professionals?" Increasingly the schools are attempting to teach thrift in a vital and real sense not comprehended in a weekly penny-saving program. Such teaching presupposes that the teacher shall be familiar with at least some of the various shady devices by means of which buyers are mulct. Some of the more recently adopted methods in this type of racketeering are described in Frank W. Brock's article, "Let the Buyer Be Wise," in the *Survey Graphic* for December, 1934.

Is your Parent-Teacher Association interested in improving your school? Why, certainly. Do campaigning politicians ever address it? Sometimes. Do they say much? No, not much. Does the average politician have political respect for your organization? Very, very little. Why not? Because we rarely have a definitely organized political program, and even when we do we apparently are not very effective in impressing politic-

ians with it. Would you like to know how one group made the politicians stop, look, and listen in a way that was salutary, not only in electing candidates favorable to education but also in developing a more desirable support from those already elected? By all manner of means! Then read William G. Black's article, "The Non-Partisan Political Activities of a Parent-Teacher Federation," in *The Elementary School Journal* for December, 1934.

Do you work only in your regular school "office hours" or are you one of the thousands of teachers who are increasingly recognizing and accepting community responsibilities that are related to their particular teaching tasks? In the *High School Teacher* for December, 1934, W. N. Viola offers an attractive little article on the "Community Responsibilities of the Director of Dramatics."

Which do you believe is the more important objective of the home room, "Ad-

ministrative Experience" or "Pupil Guidance"? All right, now which one of these two objectives do you believe that high school principals would favor? Now, in case there is a different answer to each question, who is right, you or the principal? The results of a study on the various phases of the home room in 160 Massachusetts high schools are to be found in Thomas J. Abernathy's article, "Homeroom Guidance in Massachusetts High Schools," in *Education* for November, 1934. By all means read it.

Are you planning working for a higher degree? If so, you should look up A Ph. D.'s "Graduatism Schoology," in the *Journal of Education* for November 5, 1934. This "brain-storm," as the author calls it, "is an isthmitic and ologistic treatise on the methodology of procedure of graduate schools in granting higher degrees." Read it and be prepared to pass the types of examinations this "study" reveals.

News, Notes, and Comments

The Eleventh Annual One-Act Play Festival of the Pontiac Senior High School, Pontiac, Michigan was held December 5th, 6th, and 7th under the direction of W. N. Viola. This festival is presented by the dramatic classes of the speech department. Each year it receives much favorable comment from the public and press.

Wednesday night, December 12, was school night at Offerle (Kansas) High School. The high school classes gave demonstrations of the actual class work and other activities being carried out. Each room from the grade school also gave a demonstration of its work. Some items of the program are as follows: orchestra, English I, international relations, algebra, girls' sextette, American history, general science, English II, boys' quartette, typing I, foods, English III, girls' glee club, agriculture, manual training, boys' glee club, girls' physical education, and clothing. The program was closed with the school song and yell. All numbers were given from the stage of the

auditorium. This project was received with great favor.

Under supervision of the physical education department of the University of Texas, Frank Dominguez is making an extensive study of methods by which basketball achievement tests can be used at the beginning of the season to group players of high school age. While the study is far from complete at this time, indications are that a highly reliable set of tests will be developed from it. Mr. Dominguez has promised *School Activities* an article giving his views and findings.

Do you know of any colleges that admit new students solely on the basis of membership in the National Honor Society? If so, please send us the information. Thanks. *School Activities Magazine*.

The Rosalia, school paper of Rosalia, Kansas, Public Schools comes each month to the *School Activities* office. Through

(Continued to Page 30)

Stunts and Entertainment Features

Mildred H. Wilds, Department Editor

GEORGE WASHINGTON HIGH SCHOOL PAGEANT

Margaret McWilliams

The George Washington high school of Indianapolis, Indiana has individualized its school life by developing colonial traditions and emphasizing facts about George Washington. This feature may suggest how other schools may use their school names for appropriate exercises.

The pageant is a grouping of pupils who are leaders in the traditional school activities, and an assembling of school materials which are frequently used. The costumes worn by George and Martha Washington, Betsy Fauntleroy, and Lord Fairfax are authentic copies of their formal dress. These costumes, including the very elaborate wedding dress of Martha Custis Washington, were made by the high school sewing department for the 1932 Bicentennial Celebration.

In this pageant a reader, who explained it, was placed in front of the curtains to the right. When the curtains were drawn, spot lights illuminated a small scale reproduction of Mount Vernon, which was located center front. This reproduction was made by the industrial arts department and has been on exhibit in many states. Color sergeants and color bearers with the United States flag and the high school flag took positions at center back stage.

Participants in the pageant entered the stage in two files—from the right and left of stage—met in front of the colors, marched to the reproduction of Mount Vernon, separated and left the stage by their corresponding front exits.

Two girls dressed in white sweaters and dark skirts took positions on the right and left near the front of the stage. They displayed school colors on elaborately decorated parasols, which had won prizes at the opening foot ball game and annual parasol parade. On one side and back of the girl with the parasol and in line running back and toward the center of the stage were places taken by students im-

personating Martha and George Washington, Betsy Fauntleroy, and Lord Fairfax. Similarly on the opposite side a boy and girl in athletic uniform took positions, and beside them were stationed a boy and girl displaying athletic awards. Farther back on this side stood the throne of the May Queen with her attendant. On the opposite side near the back of the stage was the senior class president in academic cap and gown.

The other participants passed across the stage as the reader explained their activities. The following carried large posters, which had been made by the art department: School Motto, School Coat of Arms, School Seal, *The Gist*, *The Surveyor*, *The Senior Post*. (*The Gist* is the name of the school hand book; the *Surveyor* is the school paper; and the *Senior Post* is the senior year book.) Among other costumed characters were art pupils wearing smocks and carrying easels, a doctor and nurse.

Library pupils carried large posters representing books, and other pupils dramatized incidents in literary classics. Language pupils quoted brief poems in German and French.

After these had passed and a representative few displayed the essentials of the pageant, the colonial chorus of twenty-five boys and girls entered. These, dressed in colonial costume, moved to the center stage and closed the program with the school hymn.

LET US HONOR LINCOLN

Mary Bonham

Students should wear costumes of the Lincoln period, however plain they might be. The voice between episodes may be in rear center.

VOICE. Mr. Lincoln makes an announcement.

(*Two men meet, in fur coats and caps. Lincoln has trap*)

LINCOLN. Good day, friend. "Nancy has a boy-baby."

FRIEND. Congratulations, Mr. Lincoln.

(Shake hands).

LINCOLN. His name is Abraham. I must hurry on home. Goodbye.

FRIEND. Goodbye, Mr. Lincoln. Take good care of the child. (*Exeunt*)

VOICE. When Abraham was seven years old his parents moved to Indiana. His mother died there when he was ten years old. This was a terrible blow to the boy. His father married again and his stepmother did much to mold the character of her stepson. In this time he helped his father split rails and build their home in the wilderness.

(*Enter Abe with ax, friend with fishing pole*)

ABE. No, Bill, I can't go fishing today as I have to finish my rail splitting. Besides I might fall in the water as I did when I was a small boy in Kentucky.

FRIEND. Tell me about it, Abe. Weren't you always tall enough to wade out?

ABE. I fell off a footlog into a hole eight feet deep. My comrade thrust out a stick for me after I rose from the bottom the first time. I caught hold of the stick and he pulled me to the bank and rolled me over to get the water out of me.

FRIEND. That was a close call, Abe. Surely you were spared for something.

ABE. For rail splitting it seems right now, Bill. (*Exeunt*)

VOICE. In all Abe had one year's schooling. He craved knowledge and would borrow books for fifty miles around, and study them by firelight.

(*Enter Abe with book, meets another youth*)

YOUTH. Hello, Abe. Where have you been?

ABE. I've been to pay for a borrowed book which got rained on between the logs of my home. I had to work three days in the cornfield to pay the owner, but now the book is mine, mine! You know the only other book we have is the Bible, which I like to study.

YOUTH. How are you getting along with your sums when you don't have books?

ABE. Oh, I lie by our fire at night and make up sums of my own, on our wooden shovel.

YOUTH. What do you do when the shovel is covered with figures?

ABE. I shave them off and go ahead.

YOUTH. You are a go-ahead chap, Abe. Keep it up. (*Exeunt*)

VOICE. When a young man Abe ran a store. He believed that "Honesty is the best policy."

(*Abe crosses and meets woman*)

ABE. Pardon me, Mrs. O'Connel, but you paid me six cents too much this morning. (*Gives her money*)

MRS. O'CONNEL. Faith, now that's what I call *Honesty* personified, walking six miles to pay me back six cents. Faith, I niver heard the likes of it! Will, it's jist honest Abe, ye air, Mr. Lincoln.

ABE. I've done nothing more than my duty, ma'am. (*Lifts hat and exits*)

VOICE. For a while Abe was a boatman on the Mississippi. On a trip to New Orleans he saw some slaves chained, put on the block and sold. (*Several youths enter with Abe.*)

ABE. Ah, boys, I can't bear to see human beings bought and sold like cattle. All men are created equal.

YOUTH. Yes, but Abe, who has the nerve and the power to free slaves? (*exeunt*)

VOICE. In 1858 a great crowd of people had gathered at a town in Illinois. The question of slavery was to be debated.

HENRY GEORGE—Prophet

Though he wrote his famous essays upon . . .

SOCIAL PROBLEMS

50 years ago, you will find astonishing correspondences and analogies with circumstances today. The **Problems** as he presented them with matchless eloquence and clarity are still with us, acute, threatening, unsolved—a challenge and a menace to religion, to democracy and to civilization. Handsome, new edition of this great book now available. Price ONE DOLLAR—Sent postpaid anywhere in United States.

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(Small man enters, agitated; right. Lincoln, left)

MAN. I don't care whether slavery is to be voted up or voted down. I don't believe the negro is any kin of mine."

ABE. Slavery is wrong and should be abolished. To this cause I pledge myself until the sun shall shine, the rain shall fall, the wind shall blow upon no man who goes forth to unrequited toil. (exeunt)

VOICE. On the eleventh of February 1861 Abraham Lincoln stood on the rear of the train, bearing him to the White House. A great throng had assembled to see him off.

ABE. My friends, I now leave with a task before me greater than that which rested upon Washington. Without the assistance of that Divine Being who ever attended him I cannot succeed. With that assistance I cannot fail. (exeunt)

MESSENGER (excited). They have fired on Fort Sumter! (exeunt)

VOICE. Soon war was declared. Father against son, brother against brother. Lincoln's wife's brother, the darling of her heart lay dead in the gray uniform while she dutifully led a ball to celebrate the victory at Shiloh. (A table is place in front with paper, pen, ink, chair).

ABE (enters solemnly, reads manuscript, signs it). The Emancipation Proclamation! If my name ever gets into history at all it will be for this act.

VOICE. By that stroke of the pen, three million slaves were declared freed. The world was astounded. (Soft music, Home Sweet Home) In Lincoln's second inaugural address we hear the man.

ABE. With malice toward none, with charity for all, with firmness in the right, let us strive on to finish the work we are in, to bind up the nation's wounds. (exeunt)

VOICE. Soon the news came—the great Lee has surrendered! The nation rejoiced

that the conflict was over. Then as a flash of lightning from a clear sky was heard—

MESSENGER. President Lincoln has been assassinated! (exeunt)

VOICE. The next day after the dastardly deed the president died. A statesman standing by the deathbed said, "Now he belongs to the ages." He was laid to rest in Springfield Ohio, his home city.

"The task is done; the bond are free
We bear thee to an honored grave
Whose proudest monument shall be
The broken fetters of the slave."

TEN HISTORICAL PICTURES

A Chronological Pageant of America

W. N. Viola

Since February is the birthday month of two outstanding presidents, honor them with a patriotic pageant considering the history of the country for which they lived and died.

I. Prologue:

A picture we shall view
Of A. D. 1492;
A leader and his sailor band
Discovering an unknown land,
America.

Music—Spanish National Hymn.

Picture—Landing of Columbus by Vander Lyn.

II. Prologue:

Then in 1620
From a land of plenty,
Except religious freedom,
The Pilgrims found a welcome
In America.

Music—Abide With Me.

Picture—Puritans Going to Church, by Boughton.

III. Prologue:

There's a blare of bugle

Teachers, We Place You. Write for Information

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And ruffle of drum,
A shout "To arms" and
The fire of gun.
The mother and child
Refuse to mix,
Result the "Spirit of 1776"

In America.

Music—Yankee Doodle.

Picture—The Spirit of '76, by Willard.

IV. Prologue:

A flag was needed in this hour,
And Washington then in power,
Asked Betsy Ross what she could do.
Since then we have the red, white
and blue

Of America.

Music—Stars and Stripes Forever.

Picture—The Birth of Old Glory, by
Charles H. Weisgerber.

V. Prologue:

With relief the war came to a close,
And once again "Peace on Earth"
arose,
Bringing back fond memories of
Lafayette,
Mount Vernon's bowling green, and
Minuet.

Music—"Minuet"

Picture—The Minuet.

VI. Prologue:

In 1812 we gave a final blow;
But in 1860 brought a different foe,
When Lincoln took a martyr's stand
To keep this nation a united land,
America.

Music—Taps.

Picture—Statue of Lincoln, by Augustus St. Gaudens.

VII. Prologue:

The passing years heal many an ache,
As flowers are strewn on sod and
lake;
To honor the "Blue and Gray"
On each Memorial Day.

Music—America.

Picture—"The Blue and Gray"

VIII. Prologue:

Progress made victories won,
A land of plenty, living for fun;
But all such peaks must fall,
Another war and another call
From America.

Music—Over There.

Picture—"1917."

IX. Prologue:

Now the Spirit of 1934 is out,
We see and hear it in every scout.
"Do a good turn every day,"

The motto of the Boy Scouts
of the U. S. A.

Music—"Boy Scouts of America," by
Sousa.

Picture—Spirit of 1934.

X. Prologue:

Still Columbia holds her place
While a smile of peace lights her face,
With the flag of freedom ever in her
hand,
The ideals of democracy continue to
stand

In America.

Music—Star Spangled Banner.

Picture—Columbia.

Ten Historical Pictures was written
with the express purpose to have a short
pageant suitable for a high school assembly
in commemoration of any patriotic
holiday.

A large picture frame, at least eight
feet square, is necessary. This can be
simply made with four six inch boards
securely fitted together at the corners
with brackets. A small molding or quarter
round material may be nailed on the
outer edge of the frame to give it depth.
Gilt or the natural color of the wood presents
a rich appearance against a back-

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ground of black, gray or dark blue. The latter is most effective when no gelatines are used. By and large, the frame should be surrounded with curtains obstructing the backstage view from the audience.

The change in pictures may be made by drawing curtains fastened on the inside of the frame, or by turning the lights off and on. Always use dimmers if they are part of the lighting equipment.

Flood lights with colored gelatines add greatly to the effect of a painting. The color should be changed for the various pictures if possible.

The tableaux are suggested by the painting or sculpture of famous artists. When these are used the audience readily understands and appreciates the significance of the pictures. In case an actual painting or copy cannot be found the director may arrange the picture suggested by the prologue.

The soldier a monk, and Columbus are used in the first picture, while George Washington and Betsy Ross with the American flag of thirteen stars represents the fourth.

The "Minuet" is posed by a boy and girl in colonial costumes, while a Northern and Southern soldier shaking hands suggest the seventh.

Three soldiers of the World War represent "1917" and a similar number of Boy Scouts with bugle, drum, and Boy Scout flag make the "Spirit of 1934 (or in whatever year the program is presented).

Columbia is dressed in a white gown with a red, white, and blue sash, wearing a crown, and holding the American flag.

When presenting the pageant the frame should be in the center of the stage while the prologue remains standing at one side. A light is directed upon the pro-

logue during the reciting of the memorized stanzas. A platform should be placed behind the frame to raise the people in the picture. The auditorium should be absolutely dark when the tableaux are shown and it is at this time that the music is played.

W. N. Viola is director of Speech, Arts and Dramatics, Pontiac High School, Pontiac, Michigan.

DAD'S BASKETBALL GAME

C. B. Hendrix

The first step in staging a Dad's basketball game is to get "sides" established. If the Seniors ranked first in the inter-class tournament, the Freshmen may challenge them to a game in which the fathers of the class members are to do the playing. Teams representing all the classes may be played in a sort of tournament, but it is more satisfactory to center interest on one big game.

In enlisting players, be careful to begin with fathers who are most likely to consent to play. Seeing that other fathers are going to play, very few eligible players will refuse. Enthusiastic students will interest their fathers in almost every case.

Advertise the game widely. Tell what the money taken in is to be used for. Give the names of the players. Do not give the idea that the game is to be a farce. Point out that it is going to be *different*.

Get enough players on each squad to provide recruits when some players become winded and others go out on personals. Give each of the competing teams an evening in the gymnasium for practice and organization.

Provide a competent referee. Nothing is more important than an official who will keep this game under control. Awkwardness and ignorance of rules on the part of players make for the success of

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this game but there must be a good referee.

Any time during the basketball season is a good time for this game. If the idea is properly presented to the student body and to the public, it can be depended upon for a big profit and a great time.

HALL OF FAME

Marion Elder

When basketball and football season is over try a different presentation for letters or for giving verbal appreciation to the team. This skit was written for the football season. It can be easily adapted for the conclusion or final game of basketball. Of course you will substitute the names of your own players and their famous plays in the place of these. The last few lines can be omitted if the season is over.

1ST. BOY. What a queer looking place. I wonder what there is inside.

2ND. BOY. It looks interesting. I can't see that it would do any harm to investigate.

1ST. BOY. Oh! Who are you? I wonder what this place is for.

FAME. I am fame. This is my hall. Whoever succeeds in getting his name on the walls of this hall shall always be remembered.

2ND. BOY. Never forgotten?

FAME. Always remembered—never forgotten—even death may take them but once a man gets his name within these walls of fame his works shall be remembered as long as man thinks or winds blow or rains fall; as long as grass shall grow or mountains crumble or rivers flow, shall a man's name last if Fame has admitted him within her castle.

1ST. BOY. What are all these names for?

FAME. Those are men whom I consider worthy of bestowing the honor of *Fame* upon them.

2ND. BOY. And what did they do to receive the honor of fame?

FAME. They were star members of the basketball squad.

(Scout enters. Two boys go and stand to one side)

SCOUT. Oh Fame, I have been out searching for names of men whom I consider worthy of your wreath of immortality. I think I have found some names

for consideration.

FAME. Let us hear of them, Scout.

SCOUT. The first name, oh Fame, is another Belmont athlete, Wilbur Luick.

FAME. Bring him in and explain his worth, Scout.

(Present football players)

SCOUT. Enter, Wilbur Luick. Oh Fame, he turns in all the enemy's balls and often accomplishes some tackles. He does the punting and very seldom fails to outkick his opponents. He uses his height as an advantage, as he can catch the passes and keeps the opposing backfield worried constantly throughout the game.

FAME. Very well. Attendant write the name Wilbur Luick on the wall. (*Wilbur goes and stands to the left side of stage.*)

FAME. You say you have more candidates for fame?

SCOUT. Yes, Fame. The next is Jesse Busick, the pale football player.

FAME. Bid him enter and let us hear his story.

(Scout opens door and Jesse walks in)

SCOUT. He is very strong on defense. He very seldom lets a play around him. He made a sensational recovery of a fum-

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ble for the winning touchdown in the game with Livermore.

FAME. I will consider him. Attendant write his name also on the wall.

(*Jesse goes and joins Wilbur*)

SCOUT. I have still more to suggest, oh Fame. The next is Delbert Jenison, another athlete. He plays football. He is one of the hardest charging tackles Belmond has ever known. He is used on either side of the line to clear the path for the ball carrier. He's stonewall on defense.

FAME. Record him, attendant. He seems as deserving as the rest.

SCOUT. Another, oh Fame, is James Gowdy.

FAME. Have James enter and explain your reasons for him to enter the hall of Fame.

SCOUT. He has not accomplished enough to make himself as famous as those already on the wall, but he is a hard worker and deserves credit. He has gone out for football for 3 years and worked hard as a reserve. He has played very good football as tackle this season.

FAME. Trace him also, on the walls, attendant. I shall certainly consider him. I think anyone who works hard for a long while before success deserves fame as well as anyone. The next, Scout.

SCOUT. Yes, Fame. The next is William Luick. He has been one of the most faithful members of our team for four years. He also is one of the heaviest men on our team. The opposition has a difficult time getting past or around him.

FAME. He also shall be considered. Enter the next, Scout.

SCOUT. The next is Jake Krass. He is only a sophomore, but has proved to be one of the best linesmen on our team of the season. He charges hard and is equally strong defensively or offensively.

FAME. Record him, attendant. Continue with your candidates for my laurel wreath, Scout.

SCOUT. Yes, Fame. The next name is Arthur Johnson. He has been used for both guard and tackle. He has made a success at both jobs. He is not very heavy for linesman but makes it up with scrap.

FAME. He shall also be considered. Proceed Scout.

SCOUT. Claire Wessels is also a football player. He has been a first lineman

for three years. He has played guard, tackle, and at present is center. His presence in the middle of the line this year has presented a problem to the opponent linebackers, that they have been unable to solve.

FAME. I shall certainly consider his name. Trace it on the wall, attendant.

SCOUT. I have still more, Fame. Do you wish to hear of them?

FAME. Certainly Scout. I am always glad to hear of anyone whom you consider worthy of my immortal wreath.

SCOUT. Fine. The next is Allen Schadle. He can be placed as either guard or center, wherever needed. He is one of the lightest men on the line but one of the best fighters on the team.

FAME. If he has such a good spirit and does such good team work I shall have to consider him. Write him on the walls, also, attendant.

SCOUT. The next is Henry Schimp. His red hair is only a barometer of his fighting qualities. He is feather-weight but he blocks and tackles like a heavy-weight. He is one of the hardest working and most faithful men on the squad.

FAME. Anyone who is faithful and

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hardworking as you say he is usually meets with success. Record him also attendant.

SCOUT. Another one of my candidates is Ralph Hake, oh Fame. He is one of the best blockers and tackles on the team. He cheerfully receives the knocks and clears the path for his teammates.

FAME. I certainly think anyone who is cheerful and does teamwork deserves credit. I will consider him.

SCOUT. That is good. I have still two more, Fame. The next is Howard Finn. He gains ground faster than any other member of the team. He has returned several kicks for good yardage through his ability in the broken field. His passes have been the prettiest plays to watch this season.

FAME. Since he is such a valuable member on the football team I shall have to give him full credit.

SCOUT. I have one man yet to name, Fame. He is also on the Belmond football team. His name is Howard Rabe. He has been on the team for three years. The first year being a guard and the second and third being a fullback. This year is the first year he has done the passing. He does it very well. His power to buck the opposing line makes a hole in it if there is none already there.

FAME. Him also shall I consider very well. You are certainly a specialist in picking worthy people for Fame, Scout.

SCOUT. Thank you, oh Fame!

(Two boys step forward)

2ND. BOY. And will they never be erased?

FAME. Yea, never on one condition.

1ST BOY. And what is that, Fame?

FAME. The condition is this. That these boys go out to the game they are playing tonight and show good teamwork and win that game!

SCOUT. Are you willing to do this boys?

FOOTBALL BOYS. Yea bo. Beat Garner. Yea Bo.

Curtain

NEWS, NOTES, AND COMMENTS

(Continued from Page 22)

this medium the school keeps its public informed upon and interested in what the school is doing. It is a good example of what can be done with a paper printed on a stencil duplicator.

THE NEW HUMAN INTEREST LIBRARY

Advertised on the fourth cover of this issue of *School Activities* is all that its name implies. There are six large volumes, each one covering a major field of human interest. Volume I, for example, deals with things of interest to the very young child; i. e., character building stories, elementary projects, methods and devices for the kindergarten age. Volume II is a most interesting book entitled *STORIES OF SCIENCE*. Its major divisions of Earth and Sky, Plants and Animals, Races, Inventions and Engineering are most fascinatingly and authoritatively written. Volume III is a wealth of information on *GREAT INDUSTRIES*, and so on to Volume VI which is a book about the *LEADERS OF ALL TIMES*. One of its most unique and usable features is its *SCHOOL GUIDE* or *GENERAL INDEX VOLUME*, which indexes the materials of all six volumes under the divisions of Pre-School, Kindergarten, Primary, Intermediate, Upper Elementary or Junior High School, Senior High School and for Adult Readers, as well as by General Index.

A COLLEGE MATRIMONY COURSE THE HOPE OF THE HOME

Dr. E. A. Ross, head of the department of sociology at the University of Wisconsin, believes that the hope for salvation of the American home as an institution lies in education. A course directed toward that end is now being given by Dr. Samuel Stouffer in Dr. Ross' department.

The Palo Alto Community Children's Theatre, a division of the Palo Alto Recreation Department, has been actively engaged in the production of children's plays for the past two years. Since suitable material available for production is very limited, the Advisory Board of the Children's Theatre is sponsoring a contest to stimulate the writing of plays for children.

A copy of the conditions of the contest will gladly be sent on request of writers who send a stamped, self-addressed envelope to the Palo Alto Recreation Department, Palo Alto, California.

So long as children find resistance only in things, and never in wills, they will become neither rebellious nor choleric.—Rousseau.

Games, for the Group

Mary D. Hudgins, Department Editor

AT-THE-SIGN-OF-THE-HEART PARTY

Mary Dee

Invitations should go out on red paper hearts. Art paper hearts of various sizes may be purchased at book, variety or ten-cent stores. Failing this, it won't be much trouble to cut your own from art paper. Just beneath the stamp on the envelope paste tiny red hearts, just large enough to frame the stamp satisfactorily.

Here is the invitation itself. It should be written or printed in white ink.

Please now won't you have a heart?

Come along and be a part

Of a crowd that's going to play

Because it is (it's near) St. Valentine's Day.

COME TO THE SIGN OF THE HEART

Time Place

Host or Hostess

Large red paper hearts are hung about the entrance of the scene of the party. If there happens to be a gate, its posts are decorated with large hearts. A heart is fixed to the glass panel of the front door in such a way that the light shining from behind will form a silhouette. On a solid door a large heart is pasted to its outside surface.

Inside, too, the red heart motif is carried out. Festoons of hearts hang from the ceiling by means of red ribbon or cord. Windows or window curtains are made gay with red hearts. If flowers are used in making the room gay, they should be red, by all means.

Arriving guests are given strips of crepe paper cut across the bolt, and smaller bits cut either length or crosswise. Scissors, pins, needle and thread are also furnished. Then everybody turns milliner. Each must construct a hat. Crepe paper is of course red and white. The large crosswise strips, cut about nine inches wide and having a length equal to the width of the bolt are to form the basis of skull-cap hats.

There is no end to the possibility of clever combinations which may be produced. Roughly, the cap base should be sewn together in a tube and gathered together at the top. A nine inch strip will be long enough to turn up some sort of a

brim. This may be ruffled, fluted or crimped according to will. The sorts of trimming which may be added are limitless. If the hostess has never made these caps, perhaps she had better experiment a bit before her guests arrive, so that she may make suggestions to guests with less than the usual degree of initiative.

CUPID AS A FORTUNE TELLER

No valentine party will be quite complete without fortunes. A large heart shape box has been covered with red crepe paper. From it there emerge numberless strips of red ribbon or string. Each guest in turn pulls on one of the ribbons. At the other end is a heart with a fortune written thereon.

A variation of the red heart box idea would be strings hanging down from the bowl of an indirect lighting chandelier. A gentle pull and down will come the hearts. Care should be taken in this case to guard against the hearts catching afire. Electric bulbs can easily inflame paper which is left too close to them for too long a time.

Here are some suggested fortunes:

Cupid plans a change for you
Before another month is through.

Heed words of warning such as these,
Cupid says a blond will please.

Watch your step or a brunette
Is going to get your number yet.

If all your secrets you would keep,
Take care you don't talk in your sleep.

A short, a tall, a blond man too
Each brings some bit of luck to you.

Old Dan Cupid takes a hand
In the future Life has planned.

Beware of wearing shades like fire
If you would win your heart's desire.

You're very lucky, have no fear,
Cupid's on your side, Old Dear.

Cupid says, best mend your ways
For being jealous seldom pays.

Best heed the signal light of red;
You'll find heart-trouble on ahead.

Cupid's darts will go astray,
If you don't help them on their way.

Someone tries hard to make a hit
Can't you help 'em out a bit?

Don't be so cold to someone who
Thinks so very much of you.

A blond, brunette, a red head, too,
Cupid asserts, are after you.

You'll find a fate that's happy yet
Side by side with a tall brunette.

Old Dan Cupid says that you
Should make a wish. It will come true.

The only thing your plans will spoil
Is burning too much midnight oil.

Have a care how far you roam;
You'll find your fate quite close to home.

Cupid says—go meet your fate
'Twill never hang across your gate.

On your honeymoon Dan says, you're
whirled
All around the whole wide world.

Dan says you'll get what you go after,
And life holds lots of joy and laughter.

Keep heart aglow and eyes most bright,
Dan says you'll meet your fate tonight.

Your fate is homely, and what's worse,
Will likely bring an empty purse.

Dan says you'll travel very far
And always be quite popular.

You'll never travel on your feet
But always on a cushioned seat.

WRITE YOUR OWN

Large red hearts are distributed to the guests. Each is given a pencil. At a given signal each writes the first line of a supposedly four line valentine. As soon as this is done, hearts are passed on to the right. A second line is added by each guest to rhyme with the first which has been written by his lefthand neighbor. Again hearts are passed and a third line is added. Passed again, a fourth and final line is added, which must rhyme with the third. The completed verses are read aloud and compared for cleverness. A prize is awarded the cleverest, a prize which may be divided among the four persons who cooperated in its writing.

HAVE A HEART

Guests sit around in a circle. A leader stands inside. Nonchalantly the leader walks about the circle speaking to the guests. Suddenly he turns and pointing a

finger directly at a guest says as rapidly as possible *Have a Heart*. Before the leader has completed her statement the person thus pointed out must pronounce some word which begins with heart. For example he may say, hearty, heartfelt, hartshorn, heart-beat. But he must have begun to say it before the leader has completed saying *Have a Heart*. If he fails, he becomes the leader and must take his place inside the circle.

A WHO AM I FOR LOVERS

Do you know the game WHO AM I? Somebody announces that he is a certain person. Others in the group can ask him any questions about himself, provided they may be answered by a simple *yes*, or *no*. By process of elimination they finally arrive at the identity of the make-believe celebrity. In WHO AM I FOR LOVERS, only famous lovers in real life or well known fiction may be represented.

It might run something like this. The leader, decided to be Cleopatra, announces "I am a great lover."

"Are you a man?" someone asks. "No."

"A woman?" "Yes."

"Are you alive?" "No."

"Did you ever live?" "Yes."

"In modern times?" "No."

"Medieval?" "No."

"Ancient?" "Yes"

"In Europe?" "No."

"In Asia?" "No."

"In America?" "No."

"In Africa?" "Yes."

"Are you Dido?" "No."

"Cleopatra?" "Yes."

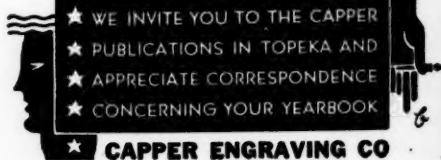
And who else could she have been with that string of questions?

Partners for refreshment time may be selected by means of heart matching. If everybody knows everybody else, broken hearts are distributed just before serving time. Each heart is clipped apart jig saw fashion, into two bits. Men receive certain halves and girls the others. Five pleasant minutes may be spent in matching heart halves.

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If many of the guests are strangers to each other, work the thing a bit differently. As guests enter hand each a broken heart (half). His or her name should be written thereon and worn throughout the evening, so that every other guest may have an opportunity to become thoroughly familiar with it. At the end of the evening, broken hearts are matched (mended) before the dinner hour.

Valentine refreshments lend marvelous possibilities to the ingenious hostess.

Heart shaped sandwiches are always good. Heart shaped cookie cutters will serve nicely. Most bakers take orders for colored breads. Red sandwiches would prove attractive. Or, red vegetable coloring may be added to a white cheese paste for the sandwich filling of white bread.

Heart shaped cookies or cakes, heart shaped candies, heart shaped jellied salads to which pimiento has been added, (vegetable, chicken, salmon or tuna) or heart shaped ices will prove effective. Tiny paper valentine favors may be laid on the plate or stuck up in ice or salad.

IN HONOR OF GEORGE WASHINGTON

Mary Murray

On as exceptional a quality of paper as is justifiable write the following invitation. If anybody within friendship distance writes, or can write in old fashioned flowing hand, rich in elaborate capital letters and curved lines, by all means impress that person into service. Even if the invitation goes through the mails it should not be wedged into an envelope. The paper itself must be folded, invitation side in, and the necessary address written on the reverse side. Sealing wax is used to stick it together at the "flap."

*If thou wouldst spend an evening
(afternoon) most cherry, thou
shouldst don thy hat and coat
and come to _____ at the
hour of _____ by the sun dial.
The occasion is to take place in
the honor of the birthday of one,
George Washington, Esq.*

Small brothers and sisters of host or hostess (or perhaps some other small tots) would dearly love to "dress up" in cambric knee breeches and flowered cretonne dresses plus cotton wigs and open doors, pass pencils and napkins. It should

be easy to locate several youngsters who already have such costumes. They would be thrilled to be part of a grown-up party, and their presence will add quite a bit of local color to the occasion.

Guests on arriving are given pins and tiny slips of paper to pin on coat or dress. Half the slips are hatchets. The other half appear to be axes. Thereafter throughout the evening the group is divided into two camps, one to be known as "*Hatchet Heavers*" and the other as "*Rail Splitters*." All of which reminds the guests that although the party is definitely a Washington's birthday affair, Lincoln is not to be forgotten.

WASHINGTON-LINCOLN DEBATE

A serio-comic debate may be held as to which man was the greater. Speakers for Washington are naturally chosen from the camp of the *Hatchet Heavers*. Defenders of Lincoln come from the ranks of the *Rail Splitters*. Suggested subjects for debate are:

RESOLVED: that it is less wicked to chop down a cherry tree than to ruin a book by letting snow fall on it.

RESOLVED: that "Honest Abe" was more truthful than George in spite of

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those cherries.

RESOLVED: that all George wanted was cherry pie anyway. (The cynical affirmative being sponsored by the *Rail Splitters*.)

HOW TO CUT DOWN A TREE

A large paper tree is drawn on a cloth sheet or huge sheet of paper. This is pinned on the wall. Each contestant is provided with a miniature paper hatchet. Blindfolded he approaches the tree and attempts to pin the hatchet at the exact spot at which it will most effectually fell it. Results will be screamingly funny.

CHERRIES IN RELAYS

A relay race with candy cherries as the handicap will prove novel. *Rail Splitters* are lined up against *Hatchet Heavers*. Leaders are given knives on which rest, precariously, candy cherries. The object is to cross the room and return without spilling any. Number twos, number threes and so on repeat the performance until the ranks of one camp have been entirely depleted.

HOW GOOD A CUT UP ARE YOU?

Host or hostess signals for another game. The verse may either be spoken by the hostess, or it has been printed on a large poster which is set up over the table of supplies.

George Washington chopped with a hatchet

Through the trunk of a fine cherry tree,
But an ax was found much more in keeping

By the rail splitting Lincoln, you see
So no matter what qualifications

Are needed, you'll surely agree

That being a cut-up's a fine way

For landing the Presidency.

The table above mentioned holds papers of every variety and many pairs of scissors. Guests are urged to go ahead and cut-up, all they please. It is hinted that the most skillful, being slated for the presidency anyway, will be given a gift appropriate for such a distinguished guest.

Just how each guest shall cut-up is left entirely to his own inclination. Black art paper may suggest silhouettes to some, anyway it's there, along with tinted paper, white paper, crepe paper and even tissue paper. Let guests parade before a judges stand with their cut-ups. The

prize may be anything which strikes the fancy of the hostess. She will be able to devise some presidential wise crack to suit it. **But how about a bag of nuts**, with the assertion that since the winner shows so plainly he's (she's) headed for the white house, and since so many of his countrymen are a bit nutty, he might as well get used to managing them beforehand?

If more of an air of dignity is desired a group of old fashioned songs could be introduced. The singer would be more effective if she wore colonial costume. A really good reading or two might not come amiss. Here too the "spirit of 1776" might well be preserved.

A PLAY ABOUT GEORGE WASHINGTON

Do you know the old standby (I first heard about it fully fifteen years ago) about George Washington and Betsy Ross? Just where it came from, I'm not sure. When I first read it, it was attributed to a Hull House youngster. Anyway the play has long since dropped into the "common folk lore" of the country, so you needn't worry about royalty.

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Here's how it goes:

ACT I

Two Sentries

First Sentry: Gee we ain't got no flag.
Gee, ain't it fierce.

Second Sentry: Gee, ain't it fierce.

First Sentry: Let's go tell George.

Curtain

ACT II

George Washington and Two Sentries

Sentries (*together*): George, we ain't got no flag. Gee, ain't it fierce?

George: Gee, ain't it fierce. Let's go tell Betsy.

Curtain

ACT III

Betsy Ross, George Washington, Two Sentries

George: Betsy, we ain't got no flag. Gee, ain't it fierce.

Betsy: Gee, ain't it fierce. You boys get out of here and I'll make one.

Curtain

I've never known this to fail to *bring* down the house. Properties? You don't need any. Two chairs would be handy. Failing this a couple of soap boxes will serve.

Refreshments may be cherry tarts with whipped cream and coffee.

They may be brown bread sandwiches cut in the form of a hatchet. These are easy to make with a knife even if you happen to have no hatchet cutter. Near the sandwich-hatchet lies a bunch of cherries. The cherries are a creme cheese paste molded into round balls. A cheek of each has been brushed with a bit of vegetable coloring. Into each has been stuck a bit of parsley stem. The illusion is quite real. Coffee would go well here too.

Or sandwiches may be round and open-faced. The paste may be a white cheese on which has been laid tiny circles of pimiento from which stems of parsley go out to join each other at one edge of the sandwich.

Cookies might carry out a similar theme. But in this case slices of candied cherries replace pimiento. Or the cookies may be iced in white and decorated with part of the same icing to which red coloring has been added to represent the hue of cherries.

A HEARTS AFFAIR "DON'T MISS A BEAT"

at

High School Gymnasium

on

FEBRUARY 14

Emma K. Miller

ENTRANCE: (*Decorations and Programs*)

The Manual training department or the Art department might build a large Ace of hearts over the door bursted through the middle to permit the guest to enter through. A girl dressed as the Ace of hearts (use two large cards like the ace of hearts in a deck of cards for the front and back) may give out the "Heart Beats," program printed or mimeographed on red hearts with numbers for the girls and corresponding numbers for the boys.

PROGRAM

1st Beat—Match numbers on your programs to find your partner for the

GRAND MARCH

2nd Beat _____ Waltz
also

A game of hearts in "Jack of Hearts" corner. (Here boy acting as Jack may distribute cards and give instructions concerning game and announce duration of game.)

3rd Beat _____ Fox Trot
also

Game "Hearts and Arrows" (in another corner, "King of Hearts" will have pinned a large heart on the wall. The guests will be either requested, while blindfolded, to in the arrow on

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the center of the heart or if space and equipment permit may use bows and arrows with the center of the heart as a target.) The person getting nearest to the center is given a bag of candy hearts.

(Note: In numbers 2 and 3 dancing continues in the space roped off for that purpose to avoid too large a crowd at the games.)

4th Beat Circle Waltz

(Girls form circle inside—boys circle on the outside. One circle moves to left, other to the right. At a given signal each boy takes the girl nearest him as his partner for the remainder of the dance.)

5th Beat Hearts and Flowers Luncheonette

(Small paper bouquets will be given at "Cupids Florist Shop." In the center can be found a number. The boys numbers will correspond with the girls. All must find a partner before luncheon is served him. The girl drawing No. 13 might be called "Hostess of the Hearts" and asked to pour.)

Last Heart Beat Moonlight Waltz

(If interior decorations include a large heart that can be lighted this, casting a red glow over the dancers, need be the only light.)

(Note: Descriptions and suggestions in parenthesis are not to be printed on the "Heart beats" program.)

INTERIOR DECORATIONS

This depends greatly on the financial item and the size of the assembly. To ease expense and yet have a good effect use as little light as possible with red bulbs or with white ones covered with red tissue paper. In the center of the room or at the side if more convenient build a large paper heart in front of a strong light. Tissue paper red and white, may be used as streamers stretching out from the light and then down about six feet from the wall all around which will separate the dancers from the required corners. "The Cupids Florist Shop," "The King of Hearts Corner," "The Jack of Hearts Corner." (Printed signs may designate these corners.)

Large copies of the hearts from a deck of cards may be added to the decorations to conceal bare corners or to build the corners suggested.

PURPOSE

This program ought to combine dancing, cards and sociability in a way that high school students would enjoy. The matching of numbers permits the non-daters to join in the fun and even catch a partner for a dance or two. The shy boy or girl can draw to a corner for a game of cards where he can take his time to gain self-confidence. The room can be made softly pretty in red with little expense and shaded lamps for once permit the adolescent nose to be shiny and inconspicuous away from the "proper glare" that so often sadly attends the memories of "first parties."

The committee can have fun making the small bouquets and the programs by hand.

Last—It celebrates a February date rich in Romantic lore—St. Valentine's Day.

GAME OF VOLLEY BASKET BALL

Raymond Welsh

PLAYING REGULATIONS

The ball is thrown in from out of bounds at the center of the playing court so that it will go over the net. The object of the game is to score as many goals as possible by throwing ball back and forth over the net until it is advanced to the foul line, when a team is eligible to shoot for goals. Rebounds from either side of board may be followed up for tries at goal by team members on both sides of net. The opposition endeavors to intercept the ball and toss it back and forth across the net until they have worked it down to opposite foul line where they are eligible for a shot. If a team scores a goal, the ball is taken out of bounds at the center of the floor by the team that did not score.

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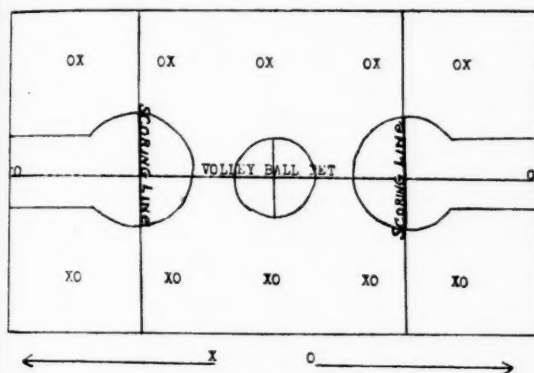
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The main features of the game are the basket shooting, getting up in the air to gain possession of the ball as it crosses the net, and quickly picking out one's team-mate on the opposite side of the net for a return pass. The players must get off their feet to keep possession of the ball and advance it toward their goal. Two points are scored for a goal.

RULES

Playing Area: Gymnasium suitably marked (see diagram).

DIAGRAM OF PLAYING AREA FOR VOLLEY-BASKET BALL



Ball: Basketball, soccer ball, or volley ball. Basketball is most practical.

Teams: Each team shall consist of 10 players, five on each side of the net which

bisects the court lengthwise. Each team is assigned a basket.

Regulation *basket ball rules* shall be used with following changes:

1. Only one dribble and one step allowed and the ball must be passed over the net.

2. Players are not allowed to go from one side of net to other for the ball.

3. All balls hitting floor may be caught and played.

4. A ball that fails to go over net may be played.

5. If ball is tossed under net, the opposite team takes it out of bounds.

6. If ball is passed to team-mates on same side of net the opposite team takes it out of bounds.

Periods or time: approximately as for basket ball.

Penalties for violation of rules:

Players committing personal fouls, technical fouls, or other violations are dismissed from game from 1 to 5 minutes, according to discretion of referee. The person against whom the foul was made takes the ball out of bounds.

Raymond Welsh is director of Physical Education, Sayre Senior and Junior High School, Sayre, Pennsylvania.

AFTER-DINNER GLEANINGS

"It's just what I've been looking for!" is the exclamation with which school people greet AFTER DINNER GLEANINGS, a new book by JOHN J. ETHELL. It contains a wealth of clever anecdotes and stories that are really funny. Among its several hundred short talks of a serious nature will be found those suitable for almost any occasion upon which men and women are called to speak. More than that, it has a unique plan or organization by which appropriate stories or quotations may be brought into a talk or toast. In fact, it provides a clever speech—ready made, yet original—for any person, any time, any place. The price is \$1.25 postpaid. Send your order to SCHOOL ACTIVITIES, 1013 West 6th St., Topeka, Kansas.

School Activities Book Shelf

ADOLESCENT PSYCHOLOGY, by Ada Hart Arlitt, Professor of Child Care and Training, University of Cincinnati, Cincinnati, Ohio. Published by American Book Company, New York.

This text is designed especially for use in colleges and teachers' colleges in their courses in education and educational psychology. This book discusses the significance of personality traits which are out of balance with the rest of the individual's equipment and shows how tensions develop at these points. The treatment is both interpretive and therapeutic. Escape and defense mechanisms which play such a large part in human behavior of all ages are dealt with in their normal aspects. The relationship between the normal functionings and those which cause the development of personality difficulties is clearly brought out. The chapters on the emotions, learning, memory and reasoning, intelligence and mental growth, moral and religious development, and the hygiene of adolescence present interpretations in the light of the best research in these fields.

VOCATIONS, by William Martin Proctor. Published by Houghton Mifflin Company, Boston.

A glance through this book calls for a reading of it. The numerous photographs reproduced in it are powerful in arousing reader interest. The chapter titles and topic heads are interesting and offer an urge to reading that is a strong point in any textbook. Students in "find yourself" clubs and vocational guidance classes will be glad for its help in raising and answering questions for boys and girls who have not picked a vocation. It is a book that should be in every high school library.

YOU DON'T SAY—OR DO YOU?, by F. F. Tilden. Published by the author, Melrose Station, Boston.

For the most difficult reading in the English language this book should have first place. It is the author's purpose to make the short chapters of this little book

involve the use of more than four hundred of our most frequently mispronounced words. On the page following each chapter he gives the correct pronunciations. This book is interesting and has many entertainment uses. However, its chief value lies in the quick sure and pleasant way it teaches the correct pronunciation of words that mark the educated person.

MUSIC IN RURAL EDUCATION, by Osborne McConathy, W. Otto Miessner, Edward Bailey Birge, and Mabel E. Bray. Published by Silver, Burdett and Company, New York.

The authors of this book are doing something extraordinary in bringing new opportunities in music to rural schools. *Music in Rural Education* is based upon *The Music Hour, One Book Course*, but its treatment of the subject is distinctly for the use of teachers in one-room and two-room schools. It describes four plans—rote, project, chorus, and monthly outline—by which the teacher may effectively direct music study and appreciation in the rural school situation. In a simple and concise way it organizes and presents the whole subject of grade school music. An examination of this book will make a teacher enthusiastic over the possibilities of teaching music in a rural school.

PSYCHOLOGICAL PRINCIPLES OF EDUCATION, by Francis F. Powers and Willis L. Uhl. Published by The Century Company, New York.

This is a new and interesting treatment of educational psychology for beginners. It shows little tendency to separate childhood, adolescence and adulthood from one another, but rather treats the matter of education as a life career, proceeding continuously throughout. In Part I the individual's educational development in modern society is traced. Part II presents analyses of the teaching process. Part III sets forth the psychological problems of curricula at the different levels of schooling and their relation to what is acquired out of school. Part IV treats normality and abnormality as they bear

upon better living. The whole book is extremely satisfying to one in search of the latest thought in educational psychology.

MUSIC OF MANY LANDS AND PEOPLES, by Osborne McConathy, John W. Beattie, and Russell V. Morgan. Published by Silver, Burdett and Company, New York.

The title suggests the character and scope of the songs in this book. It is composed of folk songs and art songs of many nations, but most of the music is new to school use. The material is organized according to the unit plan and ranges from simple to advanced. The music is fascinating and will appeal to people of all ages everywhere. One feature for which this book is outstanding is its plan of correlation with the social program, language study and other interests both social and musical. The book itself is an example of the printers art. It is beautiful, as are the selections it contains.

THE AMERICAN COSTUME BOOK, by Frances Haire. Published by A. S. Barnes and Company.

This book impresses one at a glance. It is a beautiful piece of work. As the title indicates it is a volume given to the task of imparting accurate and authentic information on American costumes of various early periods. Color plates show the costumes of Indians of the various sections of the Puritan, of the Homesteader, of the Cavalier, of the Cowboy, and of the typical American man and woman during the nineteenth century and up through the Gay Nineties. Full directions are given for making the costumes. The book is of great practical use to any organization interested in dramatics and pageantry.

CONTEST DEBATING, by Harrison Boyd Summers. Published by H. W. Wilson Company, New York.

The debate coach will have no encouragement for the student who desires to try out for the debate team but who has not had a general course in debating. This book is intended to give that necessary general course. The principles laid down in it will apply directly to the current question for interscholastic debate, but the purpose is to teach debating as it might be used on any question. This book

is clear, definite, and up-to-the-minute in its treatment of its subject. Every high school library should have this book for the debate interests of this year, but more particularly for those of years to come.

The art of living is one and indivisible. It is not a composite art made up by adding the art of play to the art of work, or the art of leisure to the art of labor, or the art of the body to the art of the mind or the art of recreation to the art of education. When life is divided into these or any other compartments it can never become an art, but at best a medley or at worst a mess. It becomes an art when work and play, labor and leisure, mind and body, education and recreation, are governed by a single vision of excellence and a continuous passion for achieving it.
—Lawrence Pearsall Jacks.

Finally the school must teach young people the principles of collective action upon which we must work out our common problems. There was a time when each family could care for itself; when each community was to some extent self-sufficient. That time is past. The nation has become one great community which must rise or fall as a unit. Cooperative action is imperative—and if democracy is to survive it must be voluntary and enlightened cooperation.—Henry L. Smith.

The pupil must be taught to earn a living in the society that exists, not in one that ought to exist some time. He must be made a good citizen of this commonwealth, not of another, no matter how much better that other may be.—Robert Hutchins.

FOR SALE

About a 100-attendance Business College and 454 Acres, Turpentine land. The school was organized 35 years ago and is one of the best equipped in the South, being located in South Georgia about 100 miles from the Atlantic Ocean. Climate superb. The students are drawn from the rural districts and small towns, very desirable class of students. I am selling because of the death of my husband.

Write Box 468, Douglas, Georgia

Comedy Cues

EQUITY

After terrific struggles, the freshman finally finished his examination paper, and then, at the end, wrote:

"Dear Professor: If you sell any of my answers to the funny papers, I expect you to split fifty-fifty with me."—Life.

DISTURBANCE

"Did you ever hear anything so perfectly wonderful? exclaimed daughter as the radio ground out the last notes of the latest thing in jazz.

"No," replied dad, "I can't say I have, although I once heard a collision between a truckload of empty milk cans and a freight car filled with live ducks."

Grandpa Brown responded to the appeal of an advertiser of a youth restorer. He enclosed two dollars and promptly received a bottle of pills in which he had every confidence. However, he was too impatient to wait for the effect of "one pill four times a day after meals and at bedtime" and so he took the whole bottle the first night before retiring.

Next morning the family had great difficulty waking him. Finally about noon he roused up enough to say, "I'll get up, but I won't go to school."

SOVIET ERROR

Girl (to kennel man)—When you sold me this dog you said that in five years it would grow into a magnificent Russian wolfhound.

Kennel Man—Can I help it if the Five-Year Plan failed?—Journal of Education.

PLEASE OMIT FLOWERS

A newspaper in speaking of a deceased citizen said: "We knew him as Old Ten Per Cent, the more he had the less he spent; the more he got the less he lent; he's dead—we don't know where he went—but if his soul to heaven is sent, he'll own the harp and charge 'em rent."

SLOW TRAINS

An American in England was giving some illustrations of the size of his country.

"You can entrain in the state of Texas at dawn," he said impressively, and twenty-four hours later you'll still be in Texas."

"Yes," said one of his English listeners, "we've got trains like that here, too."

TIME WILL TELL

"Doctor," said the sick man, "the other doctors seem to differ from you in their diagnosis of my case."

"I know," replied the medical man cheerfully, "but the post-mortem will show which of us is right."

ANCIENT

"Did you write all the jokes in the show?"

"Yes."

"Well, if I may compliment you, you must be much older than you look."

"I pause to ask myself a question," said the tiresome speaker.

"Better not bother," spoke up a heckler. "You'll just get some fool answer."

PUDDING LATER

"And you, Willie," said mother at the table. "Will you have pie or pudding?"

"Pie," said Willie promptly.

"Pie, what?" father broke in sharply, to teach him manners.

"Pie first," Willie answered.

OBSERVING TRAVELER

Mrs. Newrich was describing her travels to an envious audience.

"Have you been in South America?" some one inquired.

"Many times," said Mrs. Newrich, rather bored. "In fact, I know it from end to end."

"Then, of course, you went up the Amazon?"

"No, as a matter of fact, I didn't. But my husband went to the top. You know I never did care for climbing."

"We've had the best time p'aying postman," exclaimed the small hopeful of the family. "We gave a letter to every lady in the block."

"But where did you get the letters, dear?"

"I found them in a trunk in the attic all tied up with blue ribbon."

ONE ON THE PROF.

Our friend, the absent-minded professor, jumped out of bed in the middle of the night, ran to the stairs and shouted: "Who's down there in the kitchen?"

"Nobody," said the burglar.

"We'l, that's funny," said the professor. "I could have sworn I heard a noise."